

South Carolina Commission on Higher Education

A CLOSER LOOK AT PUBLIC HIGHER EDUCATION IN SOUTH CAROLINA

Institutional Effectiveness,
Accountability, and Performance



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Rayburn Barton
Executive Director

January 2002

Dear Respected Officials and Fellow Higher Education Colleagues:

In compliance with Section 59-101-350 of the South Carolina Code of Laws, 1976, as amended, I respectfully submit the following report to the members of the General Assembly.

“A Closer Look at Public Higher Education in South Carolina: Institutional Effectiveness, Accountability, and Performance” provides a comprehensive approach in viewing the public higher education system in South Carolina. As the state continues to focus on educational accountability, we are pleased to provide you with information about our successes as well as areas for improvement.

As part of this “Closer Look”, the Commission on Higher Education renews its primary goal of supporting and coordinating efforts to meet the educational and workforce demands of the people of South Carolina. We welcome your support.

Sincerely,

Rayburn Barton
Executive Director

A CLOSER LOOK AT PUBLIC HIGHER EDUCATION IN SOUTH CAROLINA Institutional Effectiveness, Accountability, and Performance



A Publication of the
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Acknowledgement

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INTRODUCTION

The following publication provides a closer look at data reported annually by South Carolina's public institutions of higher education as part of institutional effectiveness reporting and as part of the process of performance funding. Prior to last year, this document was entitled "Minding Our P's and Q's: Indications of Productivity and Quality in South Carolina Public Colleges and Universities." The South Carolina Commission on Higher Education (CHE) substantially revised this publication with the January 2000 report in an effort to provide a source guide integrating data reported by the state's public colleges and universities in fulfillment of legislative requirements.

The CHE integrated institutional effectiveness data reporting with performance data measured pursuant to Section 59-103-30 and Section 59-103-45 of the South Carolina Code of Laws, 1976, as amended, to determine institutional funding levels. Data related to the funding process reflect the 2000-2001 performance year, which resulted in ratings given to institutions in Spring 2001 for the purpose of determining the allocation of FY 2001-02 state appropriations. Historical performance data are displayed if available. Detailed information related to the performance funding process in South Carolina is available on the CHE's website at <http://www.che400.state.sc.us>.

Throughout this publication, data are displayed on the 33 public institutions of higher education within groupings of institutions or sectors that have common missions as identified in Act 359 of 1996. However, due to the uniqueness in mission of each individual institution, the reader is cautioned against drawing conclusions and making comparisons solely based on the figures and tables found in this report.

The CHE approved the format of this document at its meeting on January 10, for submission to the South Carolina General Assembly before January 15, 2002, as required by statute.

What will you find in this report?

Eleven sections highlight various aspects of higher education. Notations in the "Table of Contents" clearly identify components of this publication that are part of reporting requirements of Section 59-101-350, or what has become commonly referred to as "Act 255" data. Where appropriate, comments in the text explain how these required data elements are utilized as part of annual performance funding measurements.

Sections 1 - 9 reflect the nine "critical success factors" identified by the General Assembly for South Carolina's public colleges and universities (Section 59-103-30). Data from both institutional effectiveness and performance funding reporting are combined in these sections. Often the data is presented by type of institution or sector, as identified in the legislation. The four sectors of institutions as defined in legislation are:

- Research Universities,
- Four-Year Colleges and Universities,
- Two-Year Institutions-Branches of the University of South Carolina, and
- State Technical and Comprehensive Education System.

The CHE maintains historical data on institutions and when appropriate, three years of data are presented for comparison.

Section 10, “Campus-Based Assessment,” includes a summary of other institutional effectiveness reporting and the web addresses where detailed institutional reports are located.

Section 11 contains each institution’s performance ratings as approved by the CHE on June 7, 2001. These ratings affected the allocation of state appropriations for the 2001-2002 fiscal year.

Institutional Effectiveness Reporting

Pursuant to Section 59-101-350 of the South Carolina Code of Laws, 1976, as amended, the CHE is required to report specific higher education data “in a readable format so as to easily compare with peer institutions in South Carolina.” This report must be submitted to the Governor and the General Assembly prior to January 15th of each year. In the past, these reports have appeared in one section of this publication. As stated earlier, however, this information is now included throughout the publication and integrated with performance funding measures when applicable.

During the 2001 session, the legislature added one new reporting requirement for four-year institutions, and a requirement was amended for both the two-year and four-year institutions. The information regarding institutional effectiveness that is required by Section 59-101-350 is found below, with the new sections underlined:

Four-Year Institutions

- The number and percentage of accredited programs and the number and percentage of programs eligible for accreditation;
- The number and percentage of undergraduate and graduate students who completed their degree program;
- The percent of lower division instructional courses taught by full-time faculty, part-time faculty, and graduate assistants;
- The percent and number of students enrolled in remedial courses and the number of students exiting remedial courses and successfully completing entry-level curriculum courses;
- The percent of graduate and upper division undergraduate students participating in sponsored research programs;
- Placement data on graduates;
- The percent change in the enrollment rate of students from minority groups and the change in the total number of minority students enrolled over the past five years;
- The percent of graduate students who received undergraduate degrees at the institution, within the State, within the United States, and from other nations;
- The number of full-time students who have transferred from a two-year, post-secondary institution and the number of full-time students who have transferred to two-year, post-secondary institutions;

- Student scores on professional examinations with detailed information on state and national means, passing scores, and pass rates, as available, and with information on such scores over time, and the number of students taking each exam;
- Assessment information for the institution's Title II of the Federal Higher Education Act of 1998 report that collects and analyzes data on applicant qualifications and the performance of the candidates and graduates;
- Appropriate information relating to each institution's role and mission to include policies and procedures to ensure that academic programs support the economic development needs in the State by providing a technologically skilled workforce;
- Any information required by the commission in order for it to measure and determine the institution's standard of achievement in regard to the performance indicators for quality academic success enumerated in Section 59-103-30.

Two-Year Institutions

- The number and percentage of accredited programs and the number and percentage of programs eligible for accreditation;
- The number and percentage of undergraduate students who completed their degree program;
- The percent of courses taught by full-time faculty members, part-time faculty, and graduate assistants;
- Placement rate on graduates;
- The percent change in the enrollment rate of students from minority groups, the number of minority students enrolled and the change in the total number of minority students enrolled over the past five years;
- The number of students who have transferred into a four-year, post-secondary institution and the number of students who have transferred from four-year, post-secondary institutions;
- Appropriate information relating to the institution's role and mission to include policies and procedures to ensure that academic programs support the economic development needs in the State by providing a technologically skilled workforce;
- Any information required by the commission in order for it to measure and determine the institution's standard of achievement in regard to the performance indicators for quality academic success enumerated in Section 59-103-30.

South Carolina's Performance Funding System for Higher Education

Act 359 of 1996, commonly referred to as the "Performance Funding Legislation," dramatically changed the responsibilities of the South Carolina Commission on Higher Education (CHE) concerning how public institutions of higher education are funded. The legislation required that the CHE allocate state appropriations to South Carolina's public institutions of higher education based on their performance in nine areas or "critical success factors." The General Assembly identified several performance indicators that could be used, if applicable to a particular type of institution, in assessing institutions' successes in achieving performance in each of the areas. In all, 37 performance indicators spread across the nine critical success factors are specified. The CHE was

assigned the responsibility of developing and implementing a system for basing funding on institutional performance and for defining how each of the specified indicators would be measured. The General Assembly provided for a 3-year phase-in period for implementing a system to provide 100% of available state funding on institutional performance.

In compliance with its legislative mandate, the CHE, in cooperation with South Carolina's higher education institutions and other stakeholders in the state's public higher education system, developed a system for determining institutions' funding based on performance across the nine critical success factors using the 37 performance indicators as applicable. For the last two (1999-00, 2000-01) and current (2001-02) fiscal years, the CHE has determined institutions' appropriations based on their performance. During the preceding fiscal years, in fulfillment of phase-in provisions of Act 359, the CHE based only a portion of institutions' appropriations on institutional performance on select indicators. Fourteen of the 37 indicators were used in determining a portion of institutions' funds for FY 1997-98, and 22 of the 37 were used for FY 1998-99.

The system for determining funding has two major components: 1) a determination of financial needs for the institution and 2) a process for rating the institution based on performance across the indicators.

The first component, the determination of need (Mission Resource Requirement), identifies the total amount of money an institution should receive based on nationally and regionally comparable costs for institutions of similar mission, size and complexity of programs and by the prior year's level of appropriation.

The second component, the performance rating, is determined by assessing whether or not the institution meets, exceeds, or falls short of standards for each indicator. In Year 5 changes were approved in setting standards so that standards, in almost all cases, are set for each sector for a three-year period using national or regional data. Each year, the institution is rated on its success in meeting the standards on each of the indicators. These ratings are totaled and expressed as an average score for the institution. Higher scoring institutions will receive a proportionally greater share of available state funding.

The CHE is in its fifth year of implementation and is continually working to refine and improve the performance measurement of South Carolina's public higher education institutions. As might be expected, in the five years since the passage of Act 359 of 1996, the CHE has made revisions and refinements to the overall system as well as to various measures as strengths and weaknesses have been identified. Although the basic system has been constant, details related to scoring and measurement of indicators have varied each year, making comparisons across each year of performance ratings difficult.

In Section 11 of this report, the reader will find for each institution the ratings used in determining the allocation of the 2001-2002 state appropriations and information related to scoring institutional performance.

The CHE publishes a Performance Funding Workbook that outlines, in detail, all of the performance indicators, how they have been defined, and to whom they apply. The workbook is provided as a guide to be used by institutions. It is also useful to others interested in the performance funding system in South Carolina as it details the measurement and rating system in its entirety. The workbook is printed and distributed annually, incorporating any changes adopted by the Commission. For performance funding data presented here, the workbook dated September 2000 (3rd Edition) applied and is available on the Commission's website at <http://www.che400.state.sc.us/web/PF%20in%20SC.htm>. Institutions are currently following guidance in the supplement to the third edition of the workbook dated September 2001, which is based on changes approved by the CHE in February, 2001, and is also available on-line at the hyperlink above.

Development of Standards

For Performance Year 5 (2000-01 to impact FY 2001-02 state allocations) the CHE approved sector specific common standards that the CHE staff together with institutional representatives developed. A range of acceptable performance was determined for each indicator. Institutions performing within the range earn a rating of "Achieves," equal to a numerical score of "2." Performance that is above the range earns a rating of "Exceeds," equal to a numerical score of "3," and performance below the range earns a rating of "Does Not Achieve," equal to a numerical score of "1." (Two indicators, 5D and 7F, reverse the direction.) The standards allow for a broad range of performance to achieve the standard and a demanding level of performance to exceed the standard. An institution's performance on an indicator in the range of "Does Not Achieve" or "Achieves" could receive an additional 0.5 performance point if its performance showed significant improvement over its past average performance, as approved by the CHE. The percentage improvement standard varies by indicator, reflecting the type of data being measured. In most cases, an institution must show either a 3% or 5% improvement of the average performance over the past three years.

The scoring standards are based, where possible, on peer data. When peer data is not available, standards have been based on the best available data, including national and state data. If directly comparable data were unavailable at the time standards were developed, estimated data based on sources that may not be directly comparable were considered. When applicable, figures and tables in this document state the standard necessary for an institution to receive a score of "Achieves."

Strategic Plan for Higher Education in South Carolina

In the spring of 2001, the Commission initiated the process of revising the South Carolina's strategic plan for public higher education. Through a series of meetings of the Planning Advisory Council, and with input from all areas of higher education, the Council of Presidents and the Commission, a plan was developed and refined. The plan was approved by the Commission on January 10, 2002. The text of the approved plan follows.

Vision

South Carolina's system of public and private higher education will address the needs of the state by

- Creating a well-educated citizenry,
- Raising the standard of living of South Carolinians,
- Improving the quality of life,
- Meeting changing work force needs,
- Creating economic development opportunities,
- Positioning the state to be competitive in a global economy, and
- Fashioning a new generation of public sector and private sector leaders.

Introduction

During the last decade, the state has made significant strides in improving the quality of and access to higher education. The technical colleges have earned a well-deserved reputation for the excellence of their technical and occupational programs and for their responsiveness to the needs of business. They have also positioned themselves to serve as an entry point into higher education for increasing numbers of students. The state's technical colleges and two-year regional campuses have provided greater access to a wide array of university programs at sites across the state. The four-year institutions have developed new programs and strengthened their academic offerings. The state's research universities have expanded their graduate and high technology offerings, increased their admission criteria, and garnered greater external support for research and technology.

Yet the growth in state support for higher education has been at best modest, straining public college and university resources. All of South Carolina's higher education institutions, both public and private, have struggled to achieve greater efficiencies and have shifted increasing percentages of their spending to support academic programs. As a result, they operate on lean administrative budgets that are well below national averages for per-student expenditures.

Even so, colleges and universities have had to raise tuition and fees, causing students and their parents to pay a higher price for higher education. Tuition charges for the state's

public colleges and universities are consistently among the highest in the sixteen-state southeast region.

Help has come from the state in the form of dramatic increases in scholarship assistance for those students who qualify. Those who do not qualify, however, face a widening gap between costs and their ability to pay. The prospect of tuition assistance for students enrolled at two-year institutions can provide an avenue into higher education for many of these students but poses problems for the two-year institutions in meeting potential enrollment increases. Tuition covers only 25% of the operational cost per student. With projected enrollment increases of up to 20%, long-term funding for the two-year campuses must take the gap between tuition and costs into account.

Adding to the enrollment pressure is a projected increase in the number of high school graduates and an increase in the percentage of these graduates who will be prepared for college. More traditional and non-traditional students will expect to matriculate in the state's colleges and universities. This projected enrollment growth also increases the pressure for additional capital projects to accommodate the greater number of students.

Faced with greater demand for services and fewer state resources, the state's colleges and universities are finding it difficult to compete with the best institutions in other states. South Carolina's best college teachers are tempted to leave the state for higher paying positions in more supportive environments. The best researchers are attracted to research universities in other states that provide better equipment and facilities and greater opportunities to collaborate on cutting-edge projects.

Clearly, in South Carolina more state resources are needed for higher education. At the same time, state budget projections point to several years of belt-tightening, with possible reductions in allocations for state colleges and universities. Even after this period of budget adjustments, the state will face continued competing demands for limited resources. Social services, early childhood education, K-12 education, health care, prisons, roads, and other needs will crowd the legislative agenda. As a result, in South Carolina the prospects for adequate state funding for colleges and universities are not good.

In this environment of constricted resources and increasing demands, higher education in South Carolina finds itself at a crossroads. If the state is to compete nationally and globally, it must have a well-educated citizenry capable of working productively and sustaining and enjoying a higher quality of life. Yet, South Carolina is a small state and a comparatively poor one. If it is to provide high quality higher education opportunities, it has significant challenges to overcome.

Adversity can lead to positive outcomes. South Carolina can meet its challenges in higher education, but to do so it must marshal its resources and launch a concerted and collaborative effort to focus those resources strategically.

Policy makers need to establish priorities and work to have them funded. Institutions need to “work smart” to make up for what they lack in resources. The state must make smart choices for the future of its citizens.

In this environment, the following strategic plan sets forth the strategic directions for higher education in South Carolina.

Environmental Factors

As South Carolina moves resolutely through the first decade of the twenty-first century, it must be prepared to negotiate the following demographic and environmental realities that will affect higher education:

- South Carolina’s population increased by 15.1% for 1990-2000, compared to the national percentage change of 13.2%, which will cause increased demands for access to higher education;
- The college-going rate for South Carolina high school graduates has increased from 51.9% in 1989 to 61.8% in 1999, adding to the increased population of college-bound students;
- Minorities represent only 26% of the population attending college in South Carolina, compared to 33% of the total population of the state, and receive less than 15% of the state scholarship dollars, underscoring disparities in college attendance rates and scholarship support;
- The state lottery is projected to cover the cost of tuition at the state’s two-year colleges, providing opportunities for students but also straining campus resources;
- State funding for higher education has declined from 16.5% of the state’s budget in 1990 to 15.3% in 2000, and shortfalls in revenue projections and competing demands for state resources make it likely this figure will decline further;
- Workforce shortages are increasing in such fields as information technology, manufacturing technology, nursing, and teaching, suggesting the need to target educational resources to meet workforce demands;
- While the state population will continue to increase, growth will be uneven, leaving predominantly rural areas of the state without the benefit of economic development and exacerbating the gap between local tax revenues and local needs for services; and,
- Despite economic gains, South Carolina (82.5%) ranks last among its neighboring states of North Carolina (91.1%), Virginia (104.4%), Georgia (95.8%), and Florida (97.3%) in percentage of national average per capita income.

These and other demographic and environmental factors make it clear that South Carolina must act promptly and strategically to strengthen key aspects of its higher education system.

Strategic Goals

To meet the challenges to higher education in South Carolina, the state's public and private colleges and universities and the Commission on Higher Education need to join forces to advance a common agenda. The needs of the state will not be met by fragmented or redundant efforts.

The following three strategic initiatives—to increase access to higher education, to develop a nationally competitive research agenda, and to create collaborative partnerships—provide common ground upon which the state's colleges and universities can address the state's needs.

1. Expand Educational Opportunities for South Carolina Citizens

As South Carolina takes steps to increase the number high school graduates who are prepared for college, the higher education community needs to develop strategies to accommodate an increased number of students. Particular emphasis should be placed on meeting the needs of traditionally under-served populations including first generation college students, minorities, students from low-income families, and adult learners. Students who have not traditionally thought of attending college should be encouraged to do so. All qualified students should feel empowered to enroll in college, to upgrade their skills and increase their knowledge, to progress from two-year colleges to four-year colleges and universities if they have the ability and desire, and to access continuing educational opportunities throughout their lives. The following goals are identified to provide increased educational opportunities for South Carolina's citizens:

- A. Expand services and promote innovative approaches to reach traditionally underserved populations, including adult learners and minority students;
- B. Promote development of distance education courses and programs and virtual library resources to reach students who may not be able to access traditional educational programs;
- C. Increase need-based grants and other scholarship resources to provide increased opportunities for lower income students; and
- D. Improve articulation of two-year and four-year programs to facilitate transfer of students and increase access to baccalaureate programs.

2. Invest in Research for Economic Development and a Better Quality of Life

A cornerstone of economic development is high-level, globally competitive research. Investments in cutting edge research in engineering, health sciences, physical sciences, information systems, environmental sciences, and similar fields yield dividends many times over. Top quality research activity attracts top caliber faculty, who in turn attract funded support from federal agencies such as the National Institutes of Health and the National Science Foundation as well as private research support from industries ranging from pharmaceuticals to software and e-business firms to state-of-the-art manufacturing. New and expanding industries locate in states where research is taking place, creating jobs and stimulating higher educational levels in the population. Much as the Research Triangle has stimulated economic development in North Carolina, so too can research investment in South Carolina spur greater economic growth and benefit the people of the state. Such development takes conscious planning and strategic implementation and should be reflected in the state's strategic plan for higher education.

It also takes a commitment to invest the state's resources in ways that will benefit the state exponentially in years to come. The following strategic goals are identified to strengthen the state's investment in higher education research for economic development and a better quality of life:

- A. Create a state incentive system to encourage institutions to recruit nationally recognized faculty who can develop and/or strengthen graduate research programs.
- B. Designate focus areas for research and graduate program excellence and provide funding incentives for them to attain national and international standing.
- C. Support and develop research directed at the economic, social and educational infrastructure of the state drawing from shared data sources and collaborative efforts with other state agencies and private entities.
- D. Create programs to strengthen the quality of teaching and learning as the foundation for the state's future scholars and researchers.

3. Increase Cooperation and Collaboration for Efficiency and Quality

At one time higher education might have taken place in an "ivory tower" divorced from other institutions and other concerns. That clearly is no longer the case. In an age of rapidly increasing needs for a more highly educated citizenry, and in an age, too, when there are strong competing demands for the state's resources and real limits on available state funding, it is incumbent on higher education to seek and to expand cooperative relationships. Greater cooperation and coordination between preK-12 education and higher education can lead to shared use of resources, more closely meshed educational planning, better trained teachers and administrators, more closely linked academic

programs, better prepared students entering colleges, and the development of effective data bases to track student progress and assess the effectiveness of education in meeting the state's needs. Likewise, enhanced collaboration with business and industry can insure that economic development needs are met, that educational programs remain on the cutting edge of technological advances, and that education is grounded in real world experiences for students and faculty. Finally, increased cooperation among colleges, universities, state agencies, and non-profit entities can result in demonstrable efficiencies and increased quality. The following strategic goals provide an agenda of increased collaborative activity for higher education in South Carolina:

- A. Develop collaborative programs with the business community, state agencies, and non-profit corporations to enhance economic development and the quality of life.
- B. Increase both the use of and the technology for sharing data and systems among higher education institutions and with other state agencies and the private sector.
- C. Form partnerships with school districts and state agencies to enhance the preparation and continuing training of teachers, the quality of education in the state's public schools, the preparation for school of the state's children, and the support available to students while they are in K-12 schools.
- D. Collaborate with local communities and state and local governments to improve the training of health and social service professionals and the delivery of public health and welfare programs.

Implementation

No plan is effective without an implementation strategy. The Strategic Plan for Higher Education in South Carolina provides a broad outline of strategic goals, but does not attempt to define specific objectives and timelines for achieving them. Given the rapidly changing nature of the environment, implementation of those goals should not follow such a rigid pattern, but instead should be organic and flexible in order to account for environmental changes, to recognize false steps, and to allow for corrections. What is needed is a process that provides for mechanisms to be established to ensure effective implementation.

The proposed process calls for establishing a representative Strategic Planning Implementation Task Force that will report to the Commission on Higher Education and represent and coordinate with the state's public and private colleges and universities and other interested partners. The task force would establish strategic objectives, priorities, and timelines for achieving the strategic goals set forth in the plan and would monitor progress toward achieving the strategic goals.

The Commission on Higher Education will appoint members who will serve on the task force. They would include representatives of the Commission on Higher Education, the State Board for Technical and Comprehensive Education, the different sectors of public higher education, private higher education, the business community, the State Department of Education, state agencies, and other interested parties. In order to provide continuity in the planning process, it is suggested that the task force include some representatives who served on the Strategic Planning Advisory Council.

A task force will be appointed by the Commission and will meet at least twice each year. The initial meeting, to be held early in 2002, would focus on priorities and strategic goals, with subsequent meetings devoted to establishing time lines, assigning responsibilities, monitoring progress, and refining objectives and strategies. The task force would report to the Commission on Higher Education at least annually and would coordinate with and seek input from appropriate entities such as the Business Advisory Council to ensure coordination.

Section 1

Mission Focus



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Mission Focus

The first critical success factor listed in Act 359 of 1996 is “Mission Focus.” The relevant performance funding indicators for this critical success factor are:

- 1A - Expenditure of Funds to Achieve Institutional Mission;
- 1B - Curricula Offered to Achieve Mission;
- 1C - Approval of Mission Statement;
- 1D - Adoption of a Strategic Plan to Support the Mission Statement; and
- 1E - Attainment of Goals of the Strategic Plan.

Charts in this section displaying expenditures of funds for each sector demonstrate the greater emphasis on research and public service in the research university sector as compared to a greater emphasis on instruction in the teaching, regional campuses and technical college sectors.

Following these charts, a section reviewing data on the Commission’s program review process and performance indicator 1B-Curricula Offered to Achieve Mission is provided.

The General Assembly in Act 359 of 1996 has determined the following missions for each sector:

Research institutions

- college-level baccalaureate education, master's, professional, and doctor of philosophy degrees which lead to continued education or employment;
- research through the use of government, corporate, nonprofit-organization grants, or state resources, or both;
- public service to the State and the local community;

Four-year colleges and universities

- college-level baccalaureate education and selected master's degrees which lead to employment or continued education, or both, except for doctoral degrees currently being offered;
- limited and specialized research;
- public service to the State and the local community;

Two-year institutions - branches of the University of South Carolina

- college-level pre-baccalaureate education necessary to confer associates' degrees which lead to continued education at a four-year or research institution;
- public service to the State and the local community;

State technical and comprehensive education system

- all post-secondary vocational, technical, and occupational diploma and associate degree programs leading directly to employment or maintenance of employment and associate degree programs which enable students to gain access to other post-secondary education;
- up-to-date and appropriate occupational and technical training for adults;
- special school programs that provide training for prospective employees for prospective and existing industry in order to enhance the economic development of South Carolina;
- public service to the State and the local community;
- continue to remain technical, vocational, or occupational colleges with a mission as stated above and primarily focused on technical education and the economic development of the State.

As part of the performance funding process, each institution submits its mission statement as required by **Performance Funding Indicator 1C – Approval of Mission Statement**. The statements are reviewed by the CHE on a five-year cycle with any changes in the interim considered annually. Each institution's mission statement, as approved by the Commission on Higher Education (CHE), can be accessed through the web pages listed below or through the CHE's web site at <http://www.che400.state.sc.us>.

Institutional Mission Statements

Research Institutions

Clemson University*	http://www.clemson.edu/welcome/quickly/mission/index.htm
University of South Carolina- Columbia Campus	http://kudzu.ipr.sc.edu/99fact/cmission99.htm
University System	http://kudzu.ipr.sc.edu/99fact/umission99.htm
Medical University of South Carolina	http://www.edserv.musc.edu/musc_mission

Four-Year Colleges and Universities

The Citadel	http://www.citadel.edu/planningandassessment/factbook/geninfo/mission.htm
Coastal Carolina University	http://www.coastal.edu/services/effect/factbook/p97g_004.htm
College of Charleston	http://www.cofc.edu/about/mission.html
Francis Marion University	http://www.fmarion.edu/~instresearch/statemen1.htm
Lander University	http://www.lander.edu/mission.html
South Carolina State University	http://www.scsu.edu/welcome/mission.htm
USC-Aiken	http://www.usca.sc.edu/aboutusca/mission.html
USC-Spartanburg	http://www.uscs.edu/welcome/mission.html
Winthrop University*	http://www.winthrop.edu/president/mission.htm

Regional Campuses

USC-Beaufort	http://www.sc.edu/beaufort/facts/factcont.htm
USC-Lancaster	http://www.sc.edu/lancaster/mistatmt.htm
USC-Salkehatchie	http://www.rcce.sc.edu/salkehatchie/About_Salk.html
USC-Sumter	http://www.uscsumter.edu/campus_services/admin/strategic.htm
USC-Union	http://www.sc.edu/union/Mission_statement.htm

* These institutions have had revisions in their mission statements approved by the Commission since January of 2001.

State Technical and Comprehensive Education System

Aiken Tech	http://www.aik.tec.sc.us/thecollege-vision.htm
Central Carolina Tech *	http://www.sum.tec.sc.us/about/mission.htm
Denmark Tech	http://dte401.den.tec.sc.us:8000/mission.html
Florence-Darlington Tech	http://www.flo.tec.sc.us/geninfo/college_mission.htm
Greenville Tech*	http://www.greenvilletech.com/About/mission_statement.html
Horry-Georgetown Tech	http://www.hor.tec.sc.us/gen/mission.htm
Midlands Tech	http://www.midlandstech.com/mission.htm
Northeastern Tech*	http://199.4.247.41/GeneralInfo1.html#anchor275101
Orangeburg-Calhoun Tech	http://www.octech.org/about/aboutOCTC.html
Piedmont Tech	http://www.piedmont.tec.sc.us/geninfo/mission.htm
Spartanburg Tech	http://www.spt.tec.sc.us
Technical College of the Low Country	http://www.tclonline.org/missionstmt.html
Tri-County Tech	http://www.tricounty.tec.sc.us/2.html
Trident Tech*	http://www.tridenttech.org/mission.html
Williamsburg Tech	http://www.williamsburgtech.com/mission.htm
York Tech*	http://www.yorktech.com/catalog/college.htm#mission

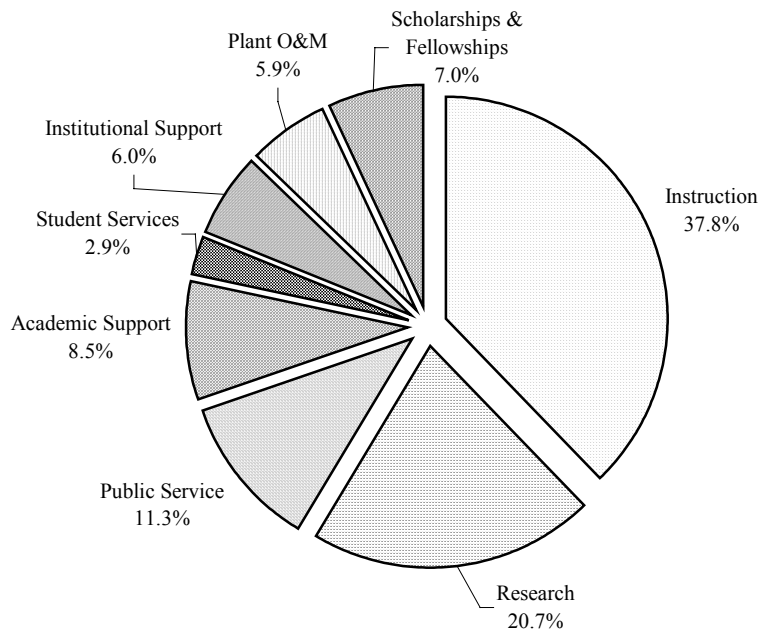
* These institutions have had revisions in their mission statements approved by the Commission since January of 2001.

Expenditure of Funds by Sector

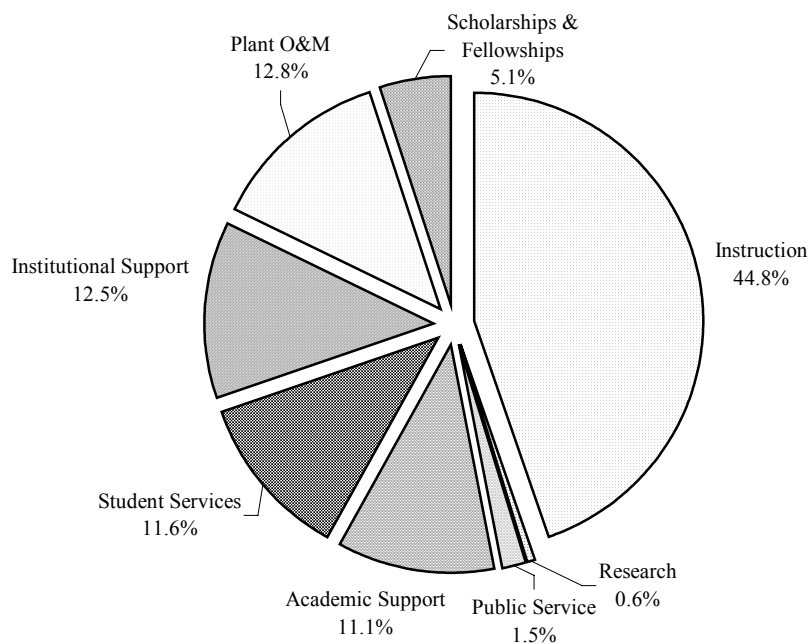
The following charts display expenditures of funds by category for each sector. These data are reported annually by institutions as part of federal reporting requirements and are used in **Performance Funding Indicator 1A-Expenditure of Funds to Achieve Institutional Mission**.

Figure 1.1
rounding.

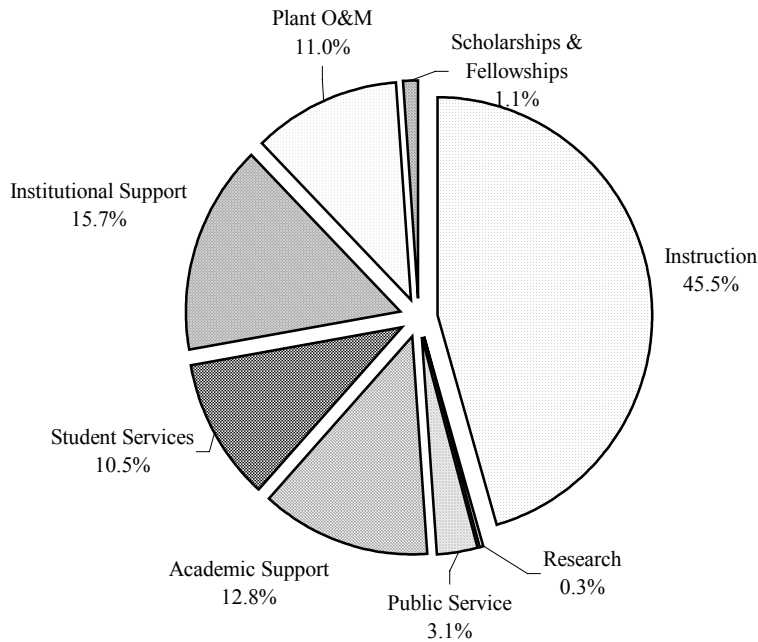
Source: FY 1999-00 IPEDS Annual Finance Survey. Detail may not sum to 100% due to



Research Universities FY 1999-00 -
The percents shown to the left represent restricted and unrestricted expenditures, excluding fund transfers. Total dollars in the Research Sector were \$1,125,070,932



Four-Year Colleges and Universities FY 1999-00
The percents shown to the right represent only unrestricted expenditures, excluding fund transfers. Total dollars in the Four-Year Sector were \$340,681,057.

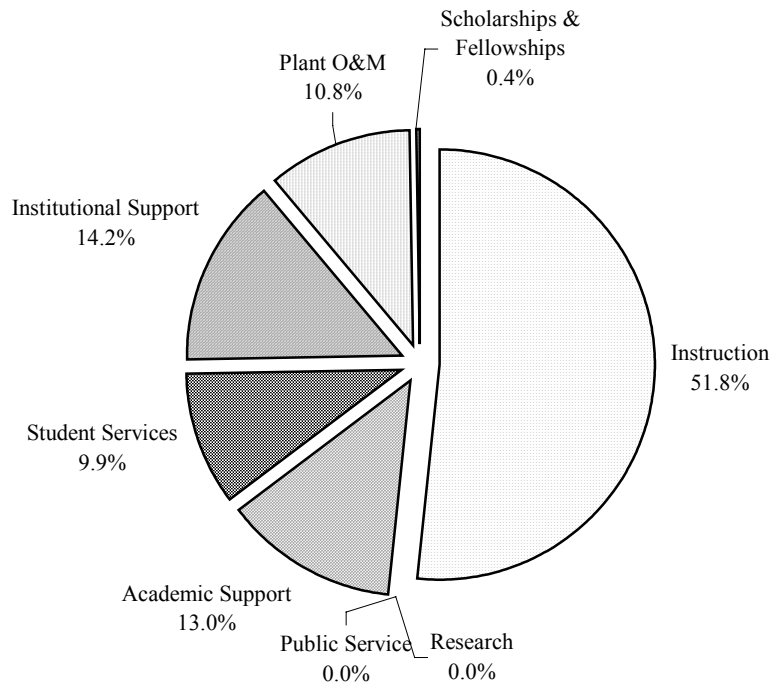


**Two-Year
Campuses of
USC FY 1999-00**

The expenditures shown to the left represent only unrestricted funds. Total dollars in the Two-Year Sector were \$21,994,992.

**State Technical &
Comprehensive
Education System
FY 1999-00**

The expenditures shown to the right represent only unrestricted funds, excluding fund transfers. In the Technical Sector, Public Service and Research typically represent 0% of unrestricted E&G expenditures. Total dollars in the Technical Sector were \$273,970,691.



For performance rated in May 2001, for Performance Funding Indicator 1A, institutions were assessed based on their performance on a ratio of institutionally selected expenditure category(ies) to total educational and general expenditures, excluding funds transfers. For the Research Sector, unrestricted and restricted funds were included; for the other sectors, only unrestricted funds were considered. Institutionally selected categories were approved by CHE prior to the measurement year. The ratios selected by institutions are identified on the institutional rating reports included in Section 11 of this document.

A breakdown of these funds by institution can be found below and in the CHE's annual publication, "Higher Education Statistical Abstract 2000 for South Carolina," or on the Commission's website at <http://www.che400.state.sc.us>. The information found in the Statistical Abstract includes additional expenditure categories such as Private Gifts, Grants and Contracts; Sales and Service of Educational Activity; Mandatory Transfers; Non-mandatory Transfers, Educational Activity; etc., in addition to those reflected here.

The data tables that follow outline dollars expended for each institution in each of eight categories and the percent that those dollars represent of total expenditures.

Table 1.1 **Source: FY 1999-00 IPEDS Annual Finance Survey, as reported by institutions**

	Instruction	Research	Public Service	Academic Support	Student Services	Inst. Support	Plant O&M	Scholarships Fellowships	Totals
RESEARCH INSTITUTIONS (Restricted and Unrestricted, excluding fund transfers)									
Clemson	101,218,437	81,181,246	55,711,020	21,579,622	10,428,445	17,918,184	22,059,762	40,451,427	350,548,143
		28.9%	23.2%	15.9%	6.2%	3.0%	5.1%	6.3%	11.5%
U.S.C. - Columbia	162,750,478	76,645,322	48,030,108	46,463,985	14,672,361	24,349,148	29,636,378	36,284,756	438,832,536
		37.1%	17.5%	10.9%	10.6%	3.3%	5.5%	6.8%	8.3%
MUSC	161,076,205	75,023,220	22,990,239	27,240,108	7,185,724	25,758,473	14,491,173	1,925,111	335,690,253
		48.0%	22.3%	6.8%	8.1%	2.1%	7.7%	4.3%	0.6%
TEACHING INSTITUTIONS (Unrestricted only, excluding fund transfers)									
The Citadel	12,784,549	1,490	820,797	3,792,976	4,586,643	5,058,876	5,732,193	1,395,420	34,172,944
		37.4%	0.0%	2.4%	11.1%	13.4%	14.8%	16.8%	4.1%
Coastal Carolina University	17,345,779	141,507	147,936	3,128,852	5,441,734	4,460,375	4,352,398	4,573,322	39,591,903
		43.8%	0.4%	0.4%	7.9%	13.7%	11.3%	11.0%	11.6%
College of Charleston	37,958,262	897,897	1,010,102	8,610,896	4,939,977	8,301,313	11,050,629	2,322,197	75,091,273
		50.5%	1.2%	1.3%	11.5%	6.6%	11.1%	14.7%	3.1%
Francis Marion University	12,874,226	294	207,272	3,268,943	2,962,125	4,014,760	3,819,315	1,493,865	28,640,800
		45.0%	0.0%	0.7%	11.4%	10.3%	14.0%	13.3%	5.2%
Lander University	9,605,517	5,338	15,501	1,528,559	2,625,661	2,684,166	2,832,645	805,406	20,102,793

Mission Focus - 9

	Instruction	Research	Public Service	Academic Support	Student Services	Inst. Support	Plant O&M	Scholarships Fellowships	Totals
	47.8%	0.0%	0.1%	7.6%	13.1%	13.4%	14.1%	4.0%	
SC State	19,268,647	557,397	326,092	6,432,608	7,318,499	6,775,712	4,966,744	881,628	46,527,327
	41.4%	1.2%	0.7%	13.8%	15.7%	14.6%	10.7%	1.9%	
U.S.C. - Aiken	10,847,892	89,516	1,007,542	2,324,539	2,879,753	2,453,867	2,020,778	1,415,912	23,039,799
	47.1%	0.4%	4.4%	10.1%	12.5%	10.7%	8.8%	6.1%	
U.S.C.- Spartanburg	11,999,142	230,425	349,120	3,054,353	3,121,029	3,204,906	3,097,352	1,389,081	26,445,408
	45.4%	0.9%	1.3%	11.5%	11.8%	12.1%	11.7%	5.3%	
Winthrop University	20,043,326	55,509	1,351,607	5,541,162	5,695,558	5,558,628	5,756,253	3,066,767	47,068,810
	42.6%	0.1%	2.9%	11.8%	12.1%	11.8%	12.2%	6.5%	
TWO-YEAR BRANCHES OF USC (Unrestricted only, excluding fund transfers)									
U.S.C. - Beaufort	2,350,310	59,836	229,151	531,203	537,543	588,138	600,617	47,707	4,944,505
	47.5%	1.2%	4.6%	10.7%	10.9%	11.9%	12.1%	1.0%	
U.S.C. - Lancaster	2,174,366	10,226	226,563	465,179	615,345	837,372	489,012	55,899	4,873,962
	44.6%	0.2%	4.6%	9.5%	12.6%	17.2%	10.0%	1.1%	
U.S.C. - Salkehatchie	1,726,487	-	158,332	464,153	282,867	801,859	498,270	75,055	4,007,023
	43.1%	0.0%	4.0%	11.6%	7.1%	20.0%	12.4%	1.9%	
U.S.C. - Sumter	3,056,904	6,288	6,641	1,168,316	705,920	907,422	693,079	48,829	6,593,399
	46.4%	0.1%	0.1%	17.7%	10.7%	13.8%	10.5%	0.7%	
U.S.C. - Union	698,254	-	57,282	190,178	162,835	317,743	134,005	15,806	1,576,103
	44.3%	0.0%	3.6%	12.1%	10.3%	20.2%	8.5%	1.0%	
TECHNICAL COLLEGES (Unrestricted only, excluding fund transfers)									
Aiken Tech	5,088,427	-	-	1,072,321	1,077,138	1,541,682	961,375	32,566	9,773,509
	52.1%	0.0%	0.0%	11.0%	11.0%	15.8%	9.8%	0.3%	
Central Carolina Tech	5,816,237	-	-	1,446,976	974,703	1,208,793	1,030,186	50,807	10,527,702
	55.2%	0.0%	0.0%	13.7%	9.3%	11.5%	9.8%	0.5%	
Denmark Tech	2,280,274	-	-	932,395	690,906	762,527	135,249	8,955	4,810,306
	47.4%	0.0%	0.0%	19.4%	14.4%	15.9%	2.8%	0.2%	
Florence- Darlington Tech	9,088,111	-	-	2,381,645	1,846,694	2,951,121	1,952,160	42,396	18,262,127
	49.8%	0.0%	0.0%	13.0%	10.1%	16.2%	10.7%	0.2%	
Greenville Tech	25,551,706	-	-	6,393,549	3,717,744	5,200,349	4,935,497	373,871	46,172,716
	55.3%	0.0%	0.0%	13.8%	8.1%	11.3%	10.7%	0.8%	

Mission Focus - 10

	Instruction	Research	Public Service	Academic Support	Student Services	Inst. Support	Plant O&M	Scholarships Fellowships	Totals
Horry-Georgetown Tech	7,830,201	-	-	2,417,418	1,071,344	2,337,267	1,686,055	38,247	15,380,532
	50.9%	0.0%	0.0%	15.7%	7.0%	15.2%	11.0%	0.2%	
Midlands Tech	21,243,359	-	-	4,577,686	4,481,727	5,262,142	4,074,358	80,108	39,719,380
	53.5%	0.0%	0.0%	11.5%	11.3%	13.2%	10.3%	0.2%	
Northeastern Tech	1,993,639	-	-	859,167	437,334	912,222	628,204	4,043	4,834,609
	41.2%	0.0%	0.0%	17.8%	9.0%	18.9%	13.0%	0.1%	
Orangeburg-Calhoun Tech	5,714,876	-	-	986,569	728,331	1,567,234	1,292,521	20,074	10,309,605
	55.4%	0.0%	0.0%	9.6%	7.1%	15.2%	12.5%	0.2%	
Piedmont Tech	7,597,004	-	-	2,825,977	1,191,512	2,430,043	1,717,251	56,565	15,818,352
	48.0%	0.0%	0.0%	17.9%	7.5%	15.4%	10.9%	0.4%	
Spartanburg Tech	7,722,757	-	-	1,449,391	1,753,999	2,577,985	1,279,964	63,503	14,847,599
	52.0%	0.0%	0.0%	9.8%	11.8%	17.4%	8.6%	0.4%	
Tech College of the Low Country	3,154,429	-	-	1,328,871	788,823	1,539,148	869,269	21,483	7,702,023
	41.0%	0.0%	0.0%	17.3%	10.2%	20.0%	11.3%	0.3%	
Tri-County Tech	8,762,254	-	-	1,611,123	1,681,777	1,835,303	1,750,577	25,534	15,666,568
	55.9%	0.0%	0.0%	10.3%	10.7%	11.7%	11.2%	0.2%	
Trident Tech	20,479,191	-	-	4,875,324	4,218,138	5,214,990	4,855,979	212,694	39,856,316
	51.4%	0.0%	0.0%	12.2%	10.6%	13.1%	12.2%	0.5%	
Williamsburg Tech	1,032,519	-	-	217,797	210,420	1,132,421	367,403	11,025	2,971,585
	34.7%	0.0%	0.0%	7.3%	7.1%	38.1%	12.4%	0.4%	
York County	8,453,381	-	-	2,155,485	2,262,710	2,386,010	1,997,936	62,240	17,317,762
	48.8%	0.0%	0.0%	12.4%	13.1%	13.8%	11.5%	0.4%	

Review of Programs

The Commission on Higher Education (CHE) has reviewed existing academic programs to ensure the quality and integrity of degree-granting programs in the public higher education sector. The Commission's Division of Academic Affairs has overseen these reviews. In its broadest context, program review serves as an instrument for gauging the health of the state's academic programs as well as a strategic planning device for determining the present and future needs of specific discipline areas (i.e. new program development) throughout South Carolina. Program review was incorporated into performance funding for the first time during the 1999-00 performance year as

part of Indicator 1B – Curricula Offered to Achieve Mission, which is detailed following the discussion regarding program review.

Program Review of Senior-Level Institutions

The CHE has placed programs at the senior institutions it reviews on eight-year cycles. The cycles were developed in consultation with the chief academic officers of the colleges and universities and are categorized using broad descriptors (i.e. English, Life Sciences, Physical Sciences, etc.). Measuring the success of academic programs has been a complex and multifaceted task, and consequently, the CHE has reviewed a broad range of source materials concerning each academic program under review. The CHE has drawn from qualitative as well as quantitative data so as to formulate a comprehensive picture of the health of individual programs. It then makes statewide determinations as to the quality of the discipline in South Carolina based largely on the cumulative evaluation of individual programs and on other relevant data.

The following table outlines what disciplines have been reviewed for the senior institutions over the last 6 years. For a complete description of this process, see the CHE's "Guidelines for the Review of Existing Academic Programs" at: <http://www.che400.state.sc.us/web/Adm/a4.htm>

Table 1.2 Source: CHE Academic Affairs Division

Programs Reviewed During the Academic Year as Part of CHE's Program Review Process, SC Public 4-Year Institutions

<u>Academic Year</u>	<u>Classification</u>	<u>SC Public 4-Year Institutions with Programs in the Area Listed at Left</u>
<u>1995 – 96</u>	Library Science	USC Columbia
	Physical Science	Clemson, USC Columbia, The Citadel, College of Charleston, Francis Marion, Lander, SC State, USC Aiken, USC Spartanburg, Winthrop
	Visual & Performing Arts	USC Columbia, College of Charleston, Francis Marion, Lander, SC State, Winthrop
<u>1996 – 97</u>	Architecture	Clemson
	Dentistry	MUSC
	Health Sciences	Clemson, USC Columbia, MUSC, Francis Marion ¹ , Lander ¹ , SC State, Winthrop ¹
<u>1997-98</u>	English	Clemson, USC Columbia, The Citadel, College of Charleston, Francis Marion, Lander, SC State, USC Aiken, USC Spartanburg, Winthrop
	Life Sciences	Clemson, USC Columbia, MUSC, The Citadel, College of Charleston, Francis Marion, Lander, SC State, USC Aiken, USC Spartanburg, Winthrop
<u>1998-99</u>	Teacher Education	Clemson, USC Columbia, The Citadel, Coastal Carolina, College of Charleston, Francis Marion, Lander, SC State, USC Aiken, USC Spartanburg, Winthrop
<u>1999-00</u>	Business	Clemson, USC Columbia, The Citadel, Coastal Carolina, College of Charleston, Francis Marion, Lander, SC State, USC Aiken, USC Spartanburg, Winthrop
	Foreign Languages	Clemson, USC Columbia, The Citadel, College of Charleston, Francis Marion, Lander, SC State, USC Spartanburg, Winthrop
	Home Economics	SC State, Winthrop
	Nursing	Clemson, USC Columbia, MUSC, Lander, SC State, USC Aiken, USC Spartanburg
<u>2000-2001</u>	Computer Science	Clemson, USC-Columbia, the Citadel, Coastal Carolina, College of Charleston, Francis Marion, Lander, SC State, USC-Spartanburg, Winthrop,
	Engineering and Engineering Tech	Clemson, USC-Columbia, The Citadel, Francis Marion, SC State

¹ Program reviewed has been incorporated into a program in the life sciences area subsequent to the review in 1996-97.

Program Review of the USC System and the Technical College System

This review begins with associate degree programs found in the University of South Carolina's regional campuses and then proceeds to the much larger and more varied set of associate degree programs offered in the State's 16 technical colleges. The procedures for this annual review

require each program's productivity to be evaluated in terms of enrollment, number of graduates, and percent of graduates placed in a related job or continuing their studies full-time. The purpose is twofold: 1) to ensure that programs to be continued are responsive to employment trends and meet minimum standards; and 2) to identify programs which need to be strengthened.

Two-Year Institutions-Branches of USC

All of the 5 two-year regional campuses of USC offer the Associate of Arts/Associate of Science degree programs. Each of the AA/AS programs at these campuses is enrolling and graduating students in satisfactory numbers. Based on the CHE's Annual Evaluation of Associate Degree Programs Report, FY 1999-2000, on average, the number of degree completers in these programs is satisfactory.

Of the two-year regional campuses of USC, only USC Lancaster offers applied two-year technical degrees. Additional programs at USC Lancaster include nursing (joint program with York Tech), criminal justice, and business. Since a merger of two under-performing business related programs at the campus in June 1995, the combined business program has met the criterion for "good" for both enrollments and graduation rates.

State Technical and Comprehensive Education System

This review is administered and reported to the CHE by the State Board for Technical and Comprehensive Education each year. All of the institutions' programs are rated and placed in a category, as shown below, based on enrollment, number of graduates, and percent of graduates placed in a related job or continuing their studies full-time. The following criteria apply:

- 1) Each program must produce at least 6 graduates during the evaluation year or an average of at least 6 graduates over the most recent 3-year period;
- 2) At the most recent Fall term, each program must enroll at least 16 students who generate 12 full-time equivalents; and
- 3) At least 50% of the graduates available for job placement must be placed in a job related to their education or continue their education on a full-time basis.

Programs that fail to meet the above criteria must be canceled, suspended, or put on probation unless their continuation is justified to the CHE.

Table 1.3 Source: CHE Division of Academic Affairs Annual Evaluation of Associate Degree Programs, FY 1999-2000

Institution	Good			Good-Justified			Probation			Suspended			Canceled		
	1998	1999	2000	1998	1999	2000	1998	1999	2000	1998	1999	2000	1998	1999	2000
Aiken	9	10	8	2	2	2	2	4	4						
Central Carolina	12	13	13	2	2	2	2	1	1						
Denmark	8	7	8	1	1	1		1							
Florence-Darlington	20	19	21	3	4	2		1	2	1					
Greenville	24	19	27	3	3	2	3	8	4		1	1	1	1	1
Horry-Georgetown	15	17	15	2	2	2		1	1			2	1		1
Midlands	22	20	21	2	3	2	2	4	7	2	2				2

Institution	Good			Good-Justified			Probation			Suspended			Canceled		
	1998	1999	2000	1998	1999	2000	1998	1999	2000	1998	1999	2000	1998	1999	2000
Northeastern	6	6	6	2	2	2				1				1	1
Orangeburg-Calhoun	15	13	12	2	2	2	1	4	3	1	1	2	1	1	2
Piedmont	15	17	17	3	3	3	1						1	1	1
Spartanburg	16	16	16	4	5	4	4	5	5			1			
TCL	8	8	8	1	1	1	1	1	1				1	1	1
Tri-County	16	16	16	3	3	3				1	1				1
Trident	23	23	24	2	2	2	2	2	1	2	2	1	1	1	2
Williamsburg	3	2	3	1	1	1		1							
York	15	15	15	3	3	3				1			1	2	2
Total	227	221	230	36	39	34	18	33	29	9	7	7	7	8	14

Curricula Offered at Institutions

Performance Funding Indicator 1B – Curricula Offered to Achieve Mission is based on the institution's approved mission statement and measures as the percentage of "degree programs" which:

- 1) are appropriate to the degree-level authorized for the institution by the CHE and Act 359 of 1996
- 2) support the institutions' goals, purpose, and objectives as defined in the approved mission statement; and
- 3) have received "full approval" in the most recent CHE review of that program.

The measure applies to 4-year institutions as a scored indicator in which a resulting percentage is determined and that percentage is scored against numeric standards of achievement as approved by the CHE. All three criteria listed in the above measure apply. For the past performance year, institutions with performance from 95% to 99%, or all but one program, earned a score of "Achieves" or "2."

Degree Programs are those approved by the CHE as listed in the Inventory of Academic Programs as of February 1, 2001, for purposes of determining Year 5 Performance. To determine performance, degree programs are counted at the level of the degree designation (e.g., BA, BS, MA, PhD...). Degree programs offered at multiple sites by an institution are counted once. For example, an institution offers a BS in "French" at its campus and another off-site location, the BS in French is counted as one program). An exception to this general rule is made when CHE program reviews are conducted at the "option-level" of a degree. In such cases, each option reviewed is counted. For example, if an institution offers a BA degree in Secondary Education with options in English, History and Social Studies and the areas were reviewed separately, then the 3 not 1 degree programs would be counted. However, if the Secondary Education degree program were reviewed as a whole, then it would count as one program. This exception applies mostly to date to teacher education programs.

Reviews since 1995-96 and the status of those reviews as of February 1, 2001, are considered. The results of past reviews updated to the current status based on actions taken by institutions and approved by CHE for addressing cases are included as well as the initial result of reviews

completed since the last performance measurement. Reviews completed since the last measurement that are considered for the first time in determining performance include Business, Teacher Education, Family and Consumer Sciences, and Foreign Languages. Past program reviews include: 1995-96 reviews of Library Science, Physical Science and Visual and Performing Arts; 1996-97 reviews of Architecture, Dentistry and Health Sciences; and 1997-98 reviews of English and Life Sciences.

Because program review for the two-year public institutions is quantitative rather than qualitative in nature, part 3 of indicator 1B does not apply to the regional campuses of USC or the technical colleges. Performance on Indicator 1B is assessed by determining the percentage of programs offered by an institution meeting all 3 components in the case of four-year institutions or all 2 in the case of the two-year institutions. The resulting numbers and percents shown in the following table (Table 1.4, next page) for Indicator 1B are based on the Inventory of Academic Programs as of the year assessed and program review activity as of February 3, 2000, for reviews occurring in 1995-96 through 1997-98 (see Table 1.2 for program classifications reviewed). The Commission's Division of Academic Affairs is responsible for maintaining the inventory that details the programs offered by institutions.

Table 1.4 Curricula Offered to Achieve Mission

Source: Data compiled by CHE Division of Planning, Assessment and Performance Funding based on data from CHE Division of Academic Affairs Inventory of Programs and Annual Program Review

Curricula Offered to Achieve Mission, Summary of Indicator 1B As assessed in Spring 2000 for ratings impacting FY 2000-01					
(Program Review Activity as of February 3, 2000 for Programs Reviewed 1995-96 to 1997-98)					
			Criteria 1	Criteria 2	Criteria 3
	Percent of programs meeting all 3 Criteria	Total Programs	# Programs Appropriate to the Degree Level Authorized by CHE and Act 359 of 1996	# Programs that Support the Institution's Goals, Purpose, & Objectives as Approved in the Mission Statement	# Receiving Full Approval in Most Recent CHE Review () indicates those receiving full approval of the number reviewed from 1995-96 to 1997-98
Research Universities					
Clemson	96%	188	188	188	181 (84 of 91)
USC Columbia	96%	352	352	352	338 (201 of 215)
MUSC	100%	37	37	37	37 (14 of 14)
Four-Year Colleges and Universities					
The Citadel	89%	44	44	44	39 (27 of 32)
Coastal Carolina	100%	44	44	44	44 (31 of 31)
College of Charleston	100%	127	127	127	127 (88 of 88)
Francis Marion	100%	57	57	57	57 (36 of 36)
Lander	100%	44	44	44	44 (23 of 23)
SC State	90%	89	89	89	80 (63 of 72)
USC Aiken	100%	27	27	27	27 (13 of 13)
USC Spartanburg	100%	43	43	43	43 (23 of 23)
Winthrop	100%	95	95	95	95 (69 of 69)

**Curricula Offered to Achieve Mission, Summary of Indicator 1B
As assessed in Spring 2000 for ratings impacting FY 2000-01**

(Program Review Activity as of February 3, 2000 for Programs Reviewed 1995-96 to 1997-98)

			Criteria 1	Criteria 2	Criteria 3
	Percent of programs meeting all 3 Criteria	Total Programs	# Programs Appropriate to the Degree Level Authorized by CHE and Act 359 of 1996	# Programs that Support the Institution's Goals, Purpose, & Objectives as Approved in the Mission Statement	# Receiving Full Approval in Most Recent CHE Review () indicates those receiving full approval of the number reviewed from 1995-96 to 1997-98
Regional Campuses of USC					
USC Beaufort	100%	2	2	2	N/A
USC Lancaster	100%	5	5	5	N/A
USC Salkehatchie	100%	2	2	2	N/A
USC Sumter	100%	2	2	2	N/A
USC Union	100%	2	2	2	N/A
Technical Colleges					
Aiken	100%	18	18	18	N/A
Central Carolina	100%	16	16	16	N/A
Denmark	100%	11	11	11	N/A
Florence-Darlington	100%	27	27	27	N/A
Greenville	100%	34	34	34	N/A
Horry-Georgetown	100%	23	23	23	N/A
Midlands	100%	30	30	30	N/A
Northeastern	100%	10	10	10	N/A
Orangeburg-Calhoun	100%	25	25	25	N/A
Piedmont	100%	22	22	22	N/A
Spartanburg	100%	23	23	23	N/A
Tech Coll. of Lowcountry	100%	11	11	11	N/A
Tri-County	100%	22	22	22	N/A
Trident	100%	31	31	31	N/A
Williamsburg	100%	5	5	5	N/A
York	100%	20	20	20	N/A

¹ Formerly Chesterfield-Marlboro Technical College

Academic programs to provide a technologically skilled workforce

In 2001, the South Carolina Legislature amended Section 59-101-350 of the South Carolina Code of Laws, 1976, to include the following as a reporting requirement under "Act 255."

Appropriate information relating to the institution's role and mission to include policies and procedures to ensure that academic programs support the economic development needs in the State by providing a technologically skilled workforce. (added text underlined.)

The Commission staff and the states' higher education institutions are in the process of developing appropriate reporting methods to meet this requirement. This information will be incorporated in the January, 2003, edition of "A Closer Look..." which will cover FY 2001-2002.

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Section 2

Quality of Faculty



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QUALITY OF FACULTY

The second critical success factor in performance funding looks at the quality of faculty at South Carolina's public institutions. The legislature identified six indicators that could be used to assess faculty quality:

- 2A - Academic and Other Credentials of Professors and Instructors;
- 2B - Performance Review System for Faculty (to include student and peer evaluations);
- 2C - Post-Tenure Review for Tenured Faculty;
- 2D - Compensation of Faculty;
- 2E - Availability of Faculty to Students Outside the Classroom; and
- 2F - Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid.

Among these indicators, **Indicator 2A**, "Academic and Other Credentials of Professors and Instructors," includes: 1) the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of SACS; and 2) the percent of all headcount and the percent of all full-time faculty teaching undergraduate courses who have terminal degrees as defined by SACS in their primary teaching area. During the 2000-01 performance year, part 2 was not applicable to the State Technical and Comprehensive Education sector. Thirty-two of the 33 public institutions in the state had 100% of their faculty meeting the SACS requirement for credentials (i.e., part 1 of 2A), and all faculty except one at the remaining institution met SACS requirements. Data for part 2 of indicator 2A are displayed in this section.

Indicator 2B requires that institutions adopt annual policies for the review of each faculty member's work. Reviews must incorporate data from a variety of sources including assessments by students and deans or department chairs. Results must be used in faculty rewards and faculty development. All of South Carolina's public colleges and universities have adopted policies in compliance with this indicator, with "Best Practices" documents that serve as guidance. A copy of the best practices that serve as guidance for adopted institutional policies is displayed on pages 91 and 92 of the current Performance Funding Workbook (September 2000) which can be accessed on the CHE website at [http://www.che400.state.sc.us/web/PF in SC.htm](http://www.che400.state.sc.us/web/PF%20in%20SC.htm).

Indicator 2C requires that each institution that awards tenure to faculty also have in place post-tenure review procedures that conform with "best practices" as approved by the Commission on Higher Education. Effective in 1998-99, institutions have developed policies and procedures for post-tenure review and have submitted them to the CHE. All tenure-granting institutions are in compliance with this measure. A copy of the best practices that serve as a guide for institutional policies is displayed on pages 95 and 96 of the current Performance Funding Workbook (September 2000) which can be accessed on the CHE website at [http://www.che400.state.sc.us/web/PF in SC.htm](http://www.che400.state.sc.us/web/PF%20in%20SC.htm).

Another measure of faculty quality is the institution's investment in faculty salaries, Indicator 2D. Figure 2.2 shows average faculty salary by rank for senior four-year institutions and overall average faculty salary for two-year institutions over the last three years.

Indicator 2E relates to the quality of the faculty and is measured by the students' reported satisfaction with the availability of their instructors and advisors outside the classroom. Both elements are measured by standardized survey questions administered by the institutions. This indicator is on a two-year cycle. Data from the most recent past cycle and the current cycle are found in Figure 2.3.

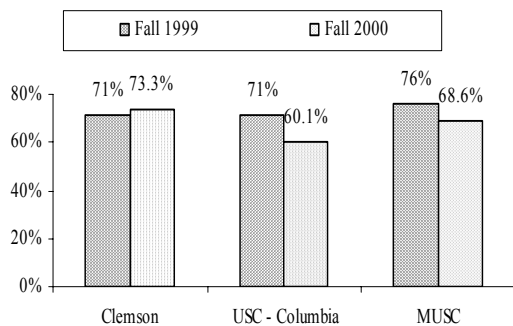
Academic and Other Credentials of Professors and Instructors

Effective with the 1999-00 performance year the CHE revised part 2 of **Performance Funding Indicator 2A - Academic and Other Credentials of Professors and Instructors**. During the past year, institutions reported on whether faculty teaching credit courses in the fall exceeded SACS requirements. The measure was revised to assess whether faculty teaching undergraduate courses have terminal degrees in their primary teaching area. Due to the change in the indicator and the time needed to collect data, institutions were found in compliance with requirements upon submitting data for Fall 1998 and Fall 1999 to the CHE and working with CHE staff to resolve any issues. The data shown below are reported for the first time by institutions during Fall 1999. This indicator was deferred for technical colleges due to data issues that arose in the data collection process.

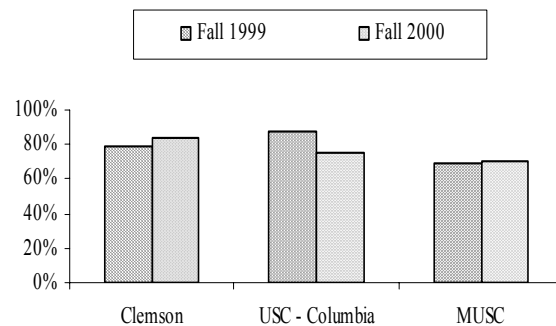
Figure 2.1 **Source: CHEMIS and Institutional Reports to CHE**
Research Universities, Fall 1999, 2000

The following tables illustrate the percent of headcount faculty with terminal degrees who teach undergraduate classes (2A2a), and for the same time period, the percent of full-time faculty with terminal degrees who teach undergraduate classes (2A2b).

2A2a - Percent of headcount faculty with terminal teaching undergraduate classes



2A2b - Percent of full-time faculty with degrees terminal degrees teaching undergraduate classes

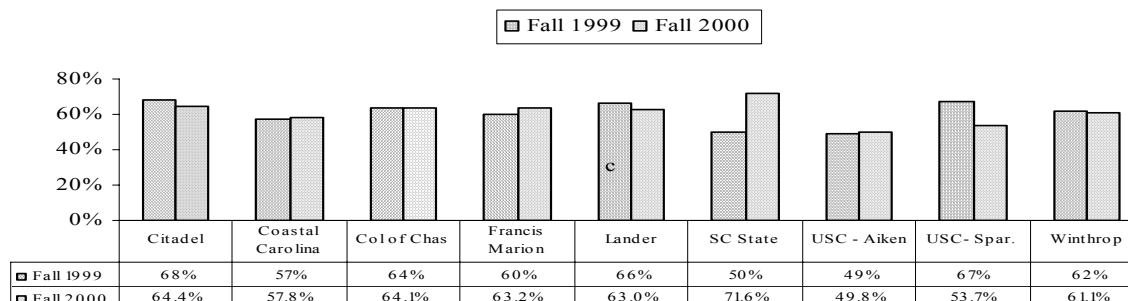


In Fall 2000, a standard of 65 - 74% earned a score of "Achieves" for 2A2a, while a standard of 80 - 84% was used for 2A2b.

Four-Year Colleges and Universities, Fall 1999, 2000

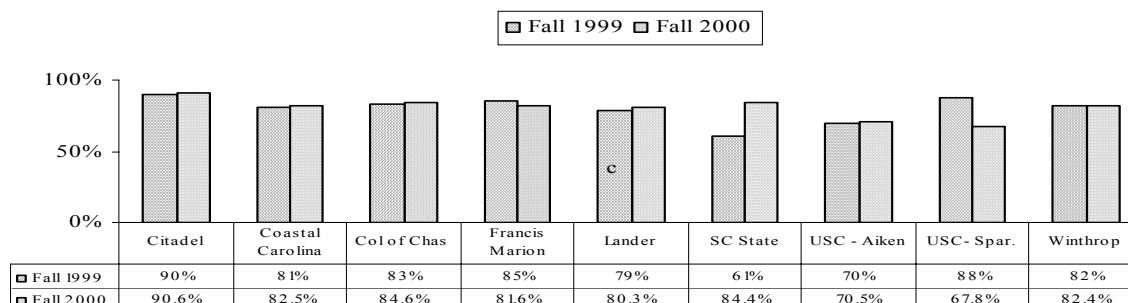
The tables on the following page represent the above information for the four-year colleges and universities.

2A2a - Percent of **headcount** faculty with terminal degrees teaching undergraduate classes



In Fall 2000, a standard of 60 - 69% earned a score of "Achieves" for 2A2a

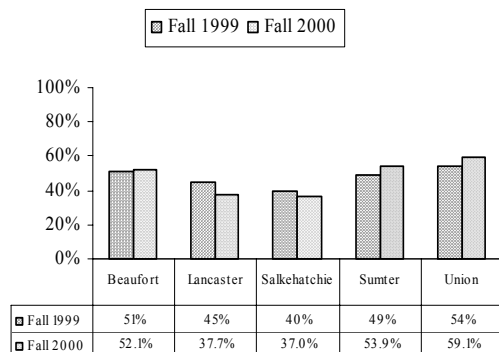
2A2b - Percent of **full-time** faculty with terminal degrees teaching undergraduate classes In Fall 2000, a standard of 80 - 84% earned a score of "Achieves" for 2A2b.



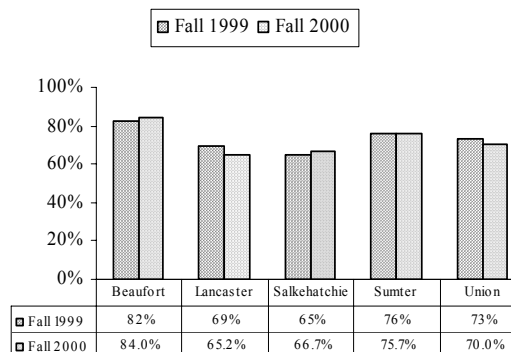
Two-Year Institutions-Branches of USC, Fall 1999, 2000

These tables represent the above information for the regional campuses of the University of South Carolina.

2A2a - Percent of **headcount** faculty with terminal degrees teaching undergraduate classes



2A2b - Percent of **full-time** faculty with terminal degrees teaching undergraduate classes



In Fall 2000, a standard of 40 - 59% earned a score of "Achieves" for 2A2a, while a standard of 70 - 74% was used for 2A2b.

Compensation of Faculty by Sector

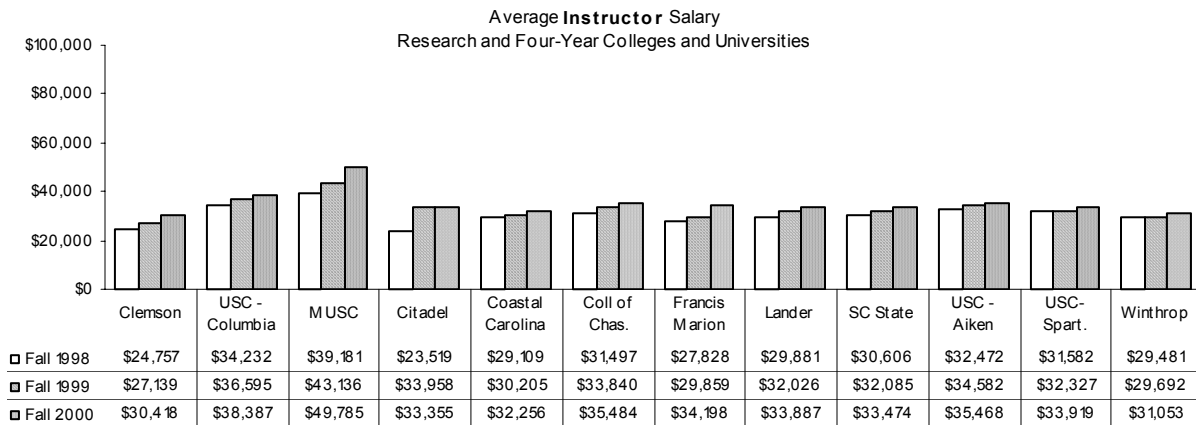
Full-time faculty is defined for four-year institutions by College and University Personnel Administrators (CUPA) instructions and for two-year institutions by IPEDS instructions. The average salary defined here is 9 to 10 month salaries (or 11 to 12 month salaries converted to 9 to 10 month salaries). The average salary for each rank (instructor, assistant professor, associate professor, professor) is shown below for the Research Universities and the Four-Year Colleges and Universities. For the Two-Year Campuses of USC and for the Technical Colleges, the average faculty salary data are displayed.

For performance funding ratings in Spring 2000 and Spring 2001, Research Institutions and Four-Year Colleges and Universities were rated for the first time based on average salary by rank. The regional campuses of USC were assessed based on the overall average salary due to the low numbers of faculty at the various ranks. In the State Technical and Comprehensive Education System, faculty rank does not apply, so technical colleges are assessed on average faculty salary. Data for the regional campuses by rank can be found on the individual ratings summaries in Section 11 of this document.

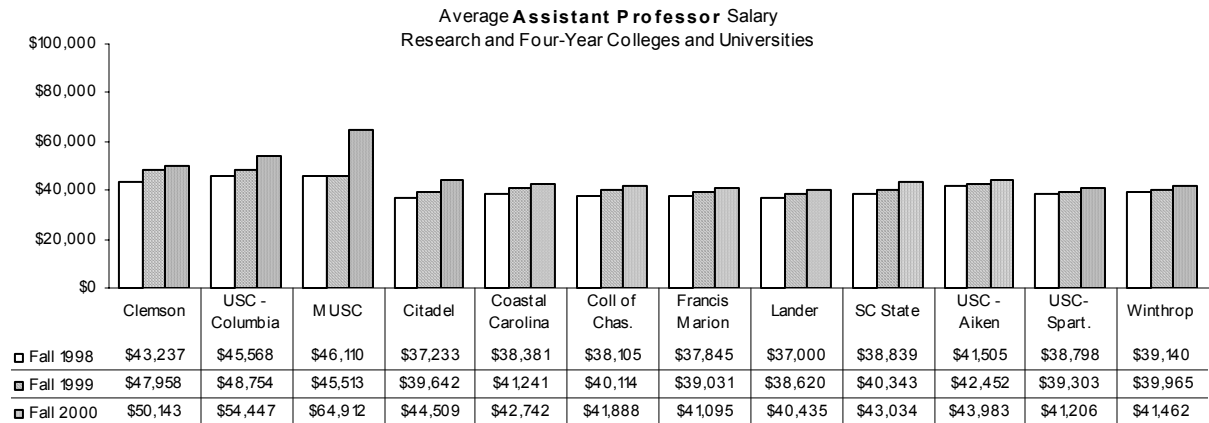
Figure 2.2 Source: IPEDS Salaries Survey (9-month contract basis)

Research Universities and Four-Year Colleges and Universities, Fall 1998 - Fall 2000

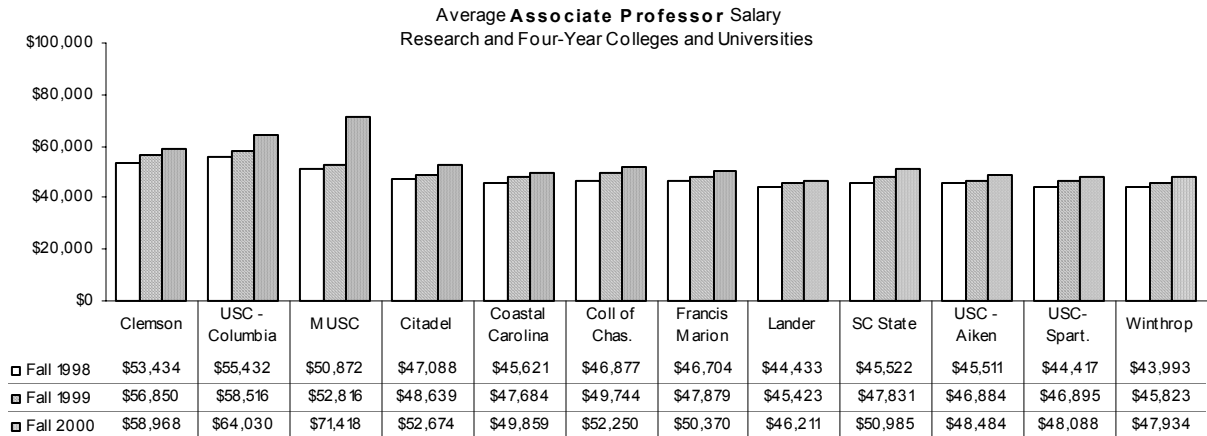
The data shown in the following four figures represent the average salary for each specified rank over the last three years.



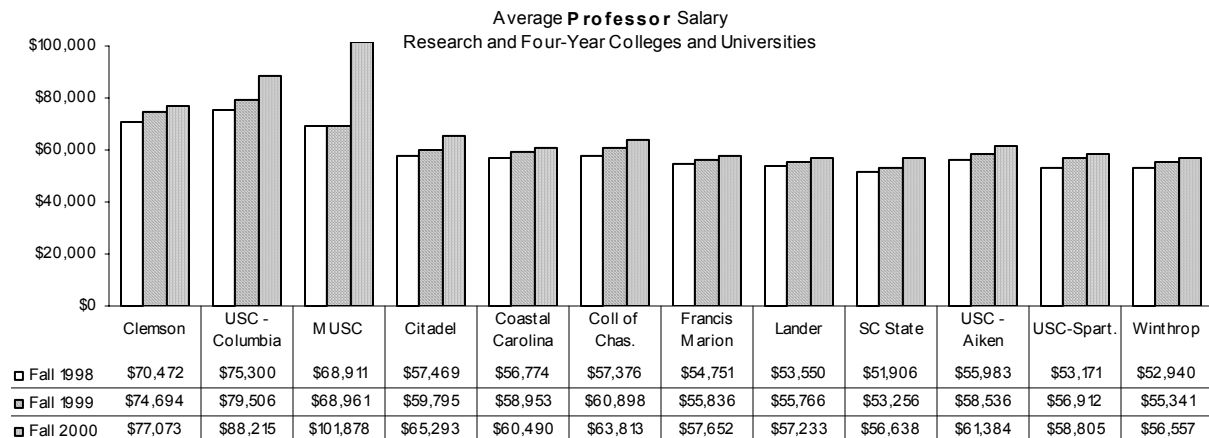
For ratings in Spring 2001, "Achieves" ranges were: \$26,269 - \$31,755 for Clemson, \$34,769 - \$41,243 for USC - Columbia, \$41,737 - \$49,511 for MUSC, and \$27,339 - \$32,430 for Four-Year Colleges and Universities.

Research Universities and Four-Year Colleges and Universities (cont.)

For ratings in Spring 2001, "Achieves" ranges were: \$41,943 - \$49,744 for Clemson, \$43,842 - \$52,007 for USC - Columbia, \$52,969 - \$62,835 for MUSC, and \$35,729 - \$42,384 for Four-Year Colleges and Universities.



For ratings in Spring 2001, "Achieves" ranges were: \$49,649 - \$58,896 for Clemson, \$51,018 - \$60,520 for USC - Columbia, \$61,622 - \$73,099 for MUSC, and \$43,790 - \$51,946 for Four-Year Colleges and Universities

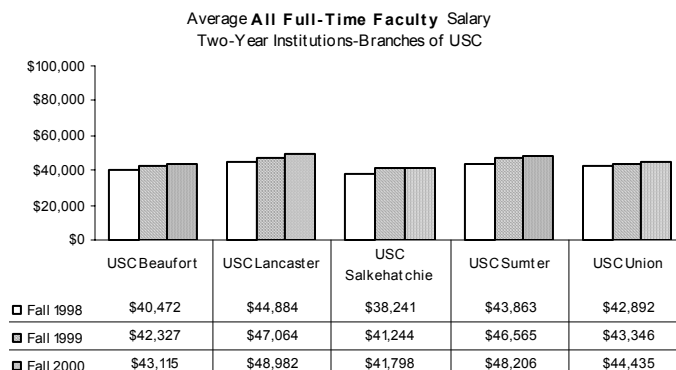


For ratings in Spring 2001, "Achieves" ranges were: \$68,195 - \$80,896 for Clemson, \$70,390 - \$83,500 for USC - Columbia, \$78,397 - \$92,998 for MUSC, and \$54,925 - \$65,155 for Four-Year Colleges and Universities

Compensation of Faculty by Sector (cont.)

Two-Year Institutions-Branches of USC, Fall 1998 - Fall 2000

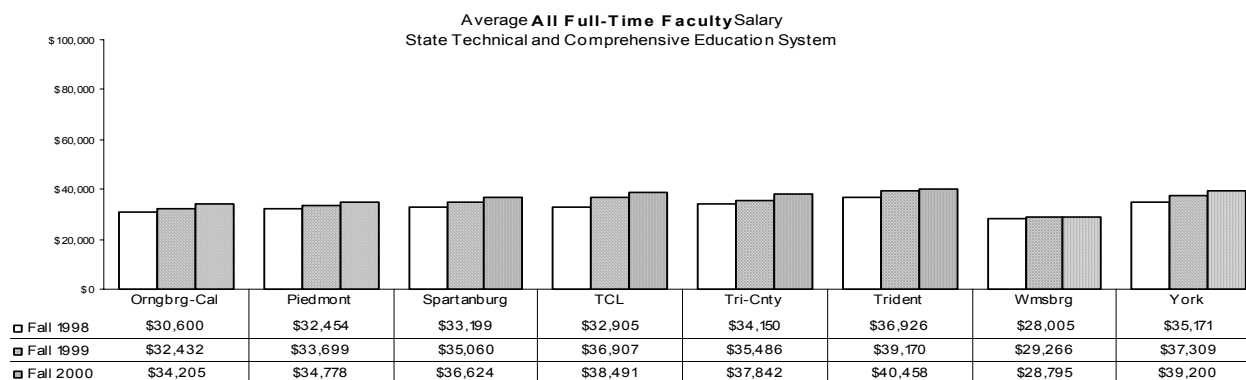
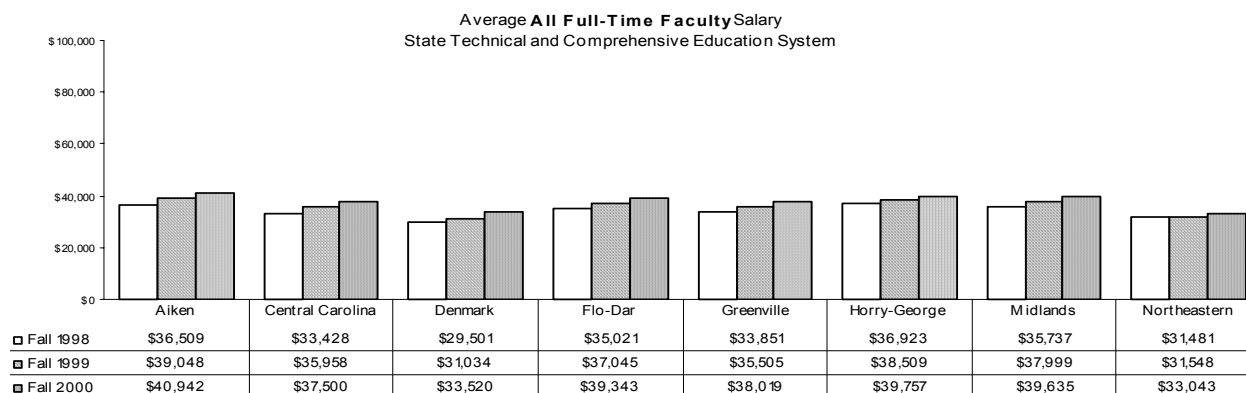
The data shown below represent the average full-time faculty salary over the last three years. In the 2000-01 performance year, these institutions were assessed based on the overall average faculty salary.



For ratings in Spring 2001, an "Achieves" range of \$36,267 - \$45,889 applied.

State Technical and Comprehensive Education System, Fall 1998 - Fall 2000

The data below represent the average of all full-time faculty over the last three years, as the technical institutions do not rank faculty in the four specific categories.



For ratings on Fall 2000 data, an "Achieves" range of \$33,518 - \$42,411 applied. This range was determined based on being within 75 - 94.9% of the national average of two-year institutions without rank.

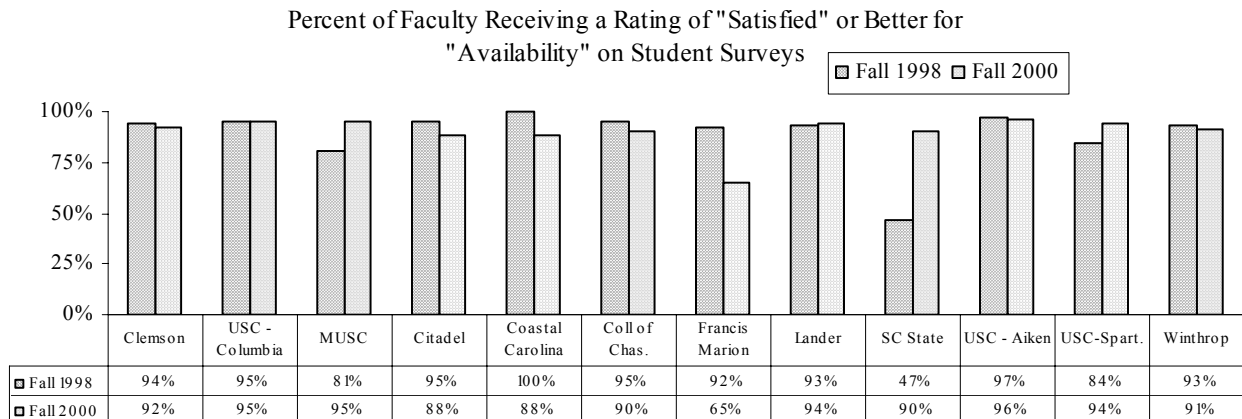
Availability of Faculty to Students Outside of the Classroom

For **Indicator 2E**, Availability of Faculty to Students Outside the Classroom, the Commission defined two measures of performance. Scores earned are averaged to produce a single score for this indicator.

The first 2E1, measures the percent of instructional faculty who receive a rating of "satisfied" or above on a standardized question on anonymous student evaluations for all courses. Beginning in performance year 4, 1999-2000, institutions are accessed every other year. The tables below represent performance years 3 and 5. The standard for "Achieves" for Fall 2000 data reported in the 2000 - 2001 performance funding year is 80 - 89% rated "Satisfied" or above.

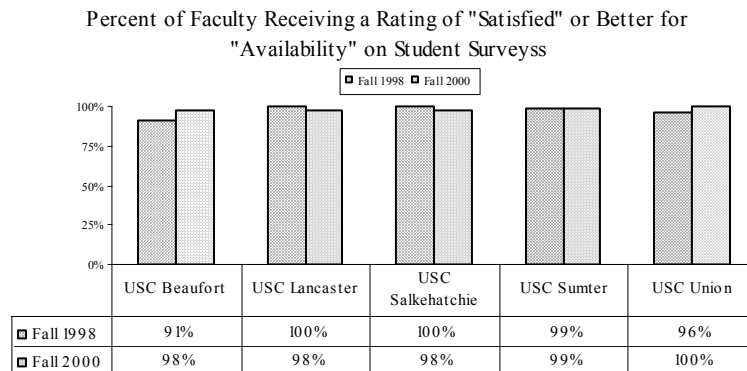
Figure 2.3 Performance Funding Indicator 2E, Part 1 - Percent of Faculty Rated "Satisfied" or above on Availability

2E1 - Research and Four-Year Colleges and Universities*



* Results shown for Fall '98 for SC State may have been adversely affected by administration procedures.

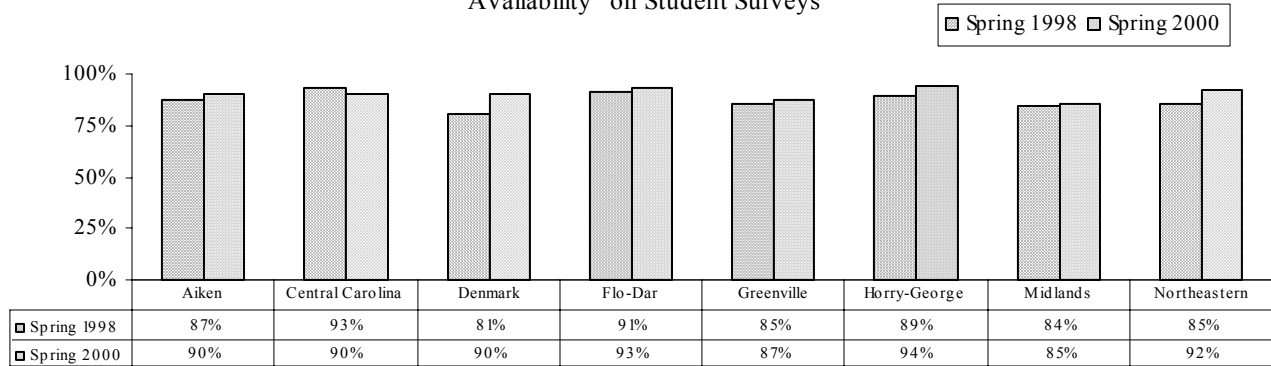
2E1 - Two-Year Branches of USC



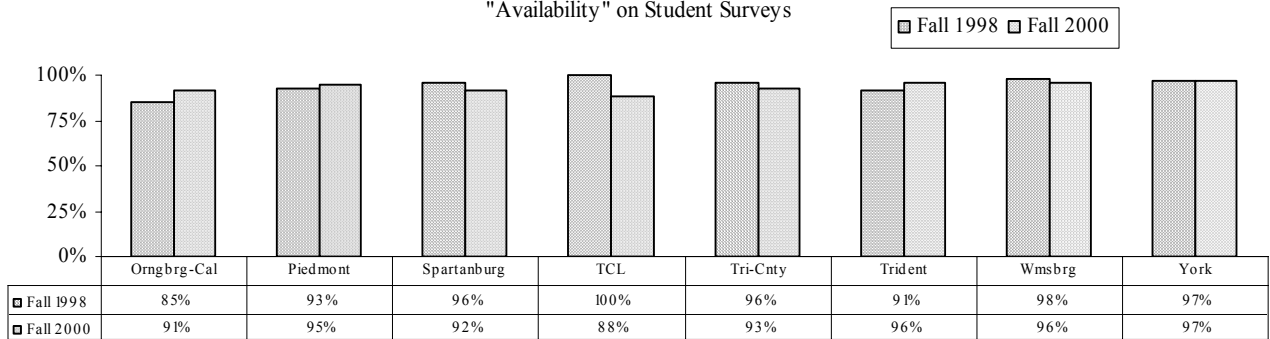
Availability of Faculty to Students Outside of the Classroom (cont.)

2E1 - Technical Colleges

Percent of Advisors Receiving a Rating of "Satisfied" or Better for
"Availability" on Student Surveys



Percent of Faculty Receiving a Rating of "Satisfied" or Better for
"Availability" on Student Surveys

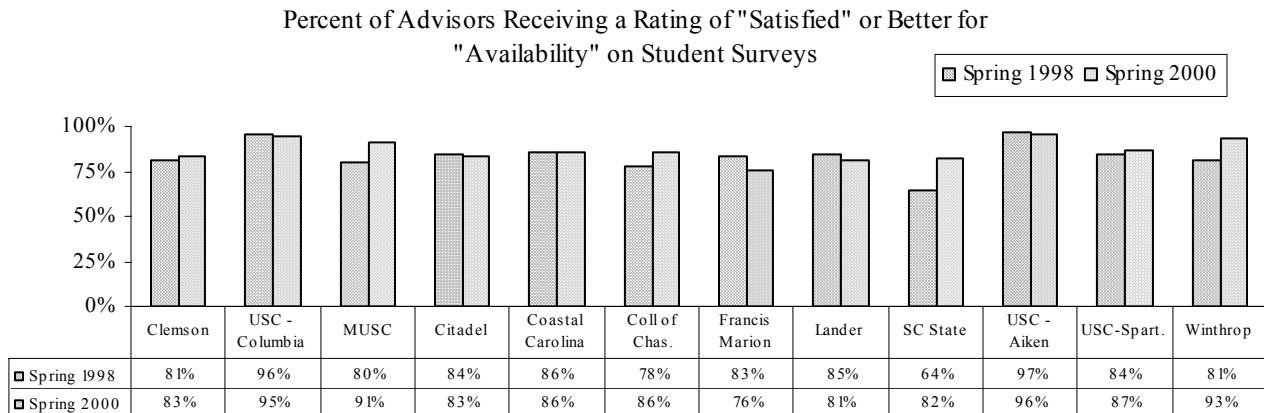


Availability of Advisors to Students

For measure 2E2, Percent of Advisors Rated "Satisfied" or above on Availability, institutions are measured on the percent of students who report satisfaction on the availability of advisors outside the classroom as shown on a standardized anonymous student survey administered in the spring. The survey is administered to a representative sample of freshmen, sophomores, juniors, and seniors. For ratings in 2000-2001 for all institutions, an "Achieves" score is defined as 80 - 89% of students rating themselves as "Satisfied" or above on availability of advisors outside the classroom.

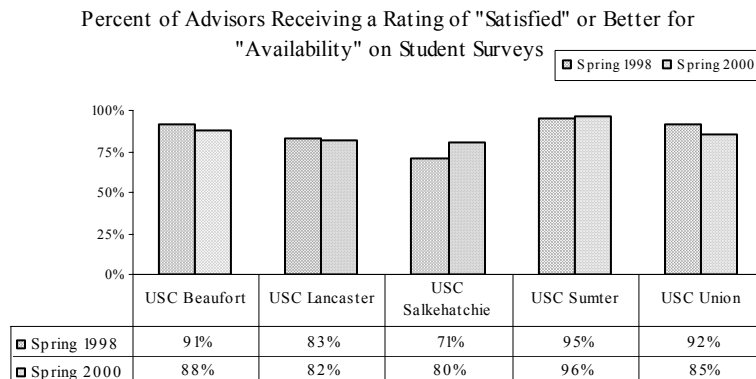
Figure 2.4 Performance Funding Indicator 2E, Part 2 - Percent of Advisors Rated "Satisfied" or above on Availability

2E2 - Research and Four-Year Colleges and Universities



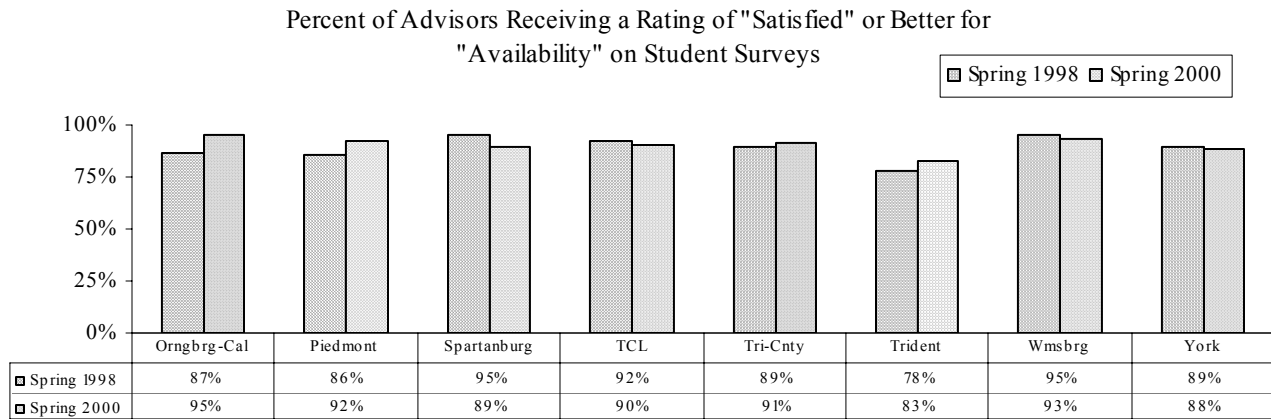
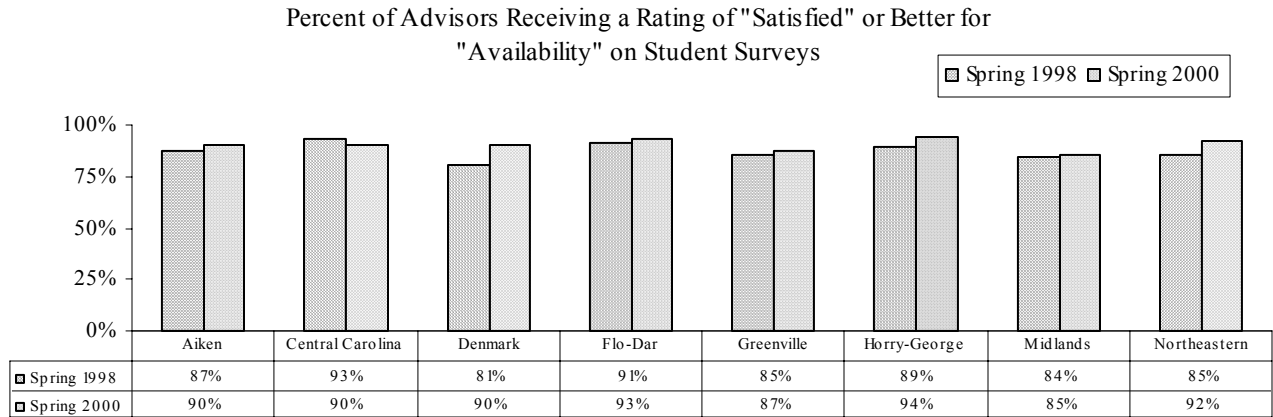
* Results shown for Spring '98 for SC State may have been adversely affected by administration procedures.

2E2 - Two-Year Branches of USC



Availability of Advisors to Students (cont.)

2E2 - Technical Colleges



Section 3

Classroom Quality



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CLASSROOM QUALITY

The Commission on Higher Education (CHE) collects data related to instructional/classroom quality. One indicator, **3A**, tracks average class size for lower division (freshman-sophomore) and upper division (junior-senior) courses; average student/faculty ratios; and the percentage of large classes including- 1) percent of undergraduate lecture sections of 50 or more; and 2) the percent of lower division lecture sections of 100 or more. For this indicator it is determined whether institutions fall within an identified range on each of the pieces assessed. Institutions that do are in compliance with the requirements of the indicator. Data on average class size and expected performance ranges are displayed in Figure 3.1 and Figure 3.2 in this section. The concern with these measures is to ensure that average class sizes, especially for freshman-sophomore level courses, are small enough to allow for discussion and individual attention yet large enough to be efficient and to have a sufficient critical mass of students. For the piece measuring large classes, expected performance for undergraduate lecture sections equal to or exceeding 50 students is 0 to 20%, and that for lower-division lecture sections equal to or exceeding 100 students is 0 to 5%. All institutions were well below the upper levels of these ranges.

Table 3.1, required by Act 255, as amended, indicates the number and percent of course sections taught by full-time faculty, part-time faculty and graduate assistants.

Another indicator, **3B-Number of Credit Hours Taught by Faculty** (Figure 3.4), is the average student credit hours taught by teaching faculty. This indicator was deferred in Performance Year Five due to issues surrounding the setting of appropriate standards.

Indicator **3C-Ratio of Full-Time Faculty as Compared to Other Full-Time Employees** (Figure 3.5) addresses faculty and administrative personnel numbers. The expected performance standards were determined by CHE based on national data for comparable institutions as these data are reported in fulfillment of federal reporting requirements. Drawing comparisons from data presented here is difficult, as variations among institutions with average class sizes, student/faculty ratios, and the ratios of faculty to other employees may reflect differences in academic programs and other factors unique to an individual institution.

Data on **national accreditation of specific academic degree programs** are also provided. Table 3.2 summarizes the number of programs at each institution that are eligible for accreditation based on a CHE-approved list of agencies and programs. Some accrediting bodies (e.g., education and public health) accredit schools or units within the institutions, while others (e.g., business and engineering) accredit individual programs within the school or unit. The numbers seen in Table 3.2 reflect the number of accrediting agencies that acknowledge one or more programs at the institutions. The process of accreditation involves an external review based on national standards typically pertaining to the curriculum, faculty, students, resources and overall administration of the program; therefore, attainment of such accreditation is often considered an indication of overall program quality. However, lack of program accreditation is not necessarily an indication of lack of quality. For example, some institutional administrators intentionally choose not to pursue accreditation for an accreditable program because the cost to do so may be considered too high. In performance funding, institutions are measured on the percentage of accredited programs, with the standard for an “Achieves” being 90 – 99%, or all but one program in the case of institutions with fewer than 10 accreditable programs, either accredited or on-track for accreditation by April, 2002. Measurement details for each institution are displayed in Section 11.

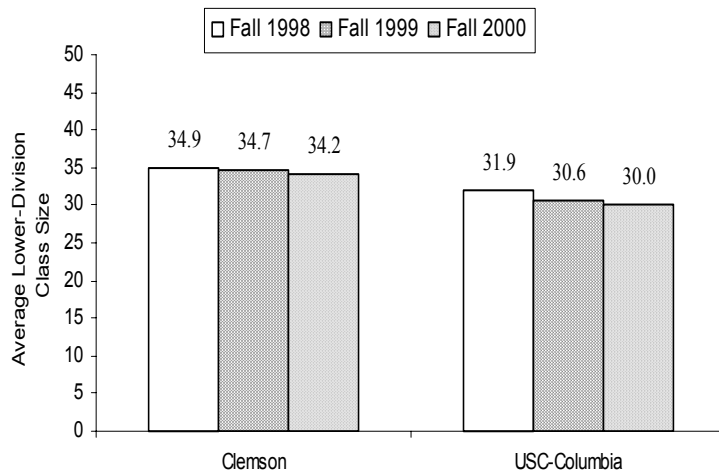
Each institution that has a teacher education program is expected to attain accreditation by the National Council for Accreditation of Teacher Education (NCATE). Performance funding indicator **3E-Institutional Emphasis on Quality Teacher Education and Reform** encompasses this accreditation measure within subpart **3E1-Program Quality, NCATE Accreditation**. To earn credit, attainment of initial accreditation and maintaining such accreditation once achieved is expected.. As of June 30, 2000, all public teacher education programs in South Carolina are accredited by NCATE. This accreditation is also included as part of indicator **3D-Accreditation of Programs**.

As part of **Indicator 3E-Institutional Emphasis on Quality of Teacher Education and Reform**, institutions with teacher education programs have are measured on the success of their graduates on teacher certification exams (3E2a) and on producing teaching graduates who can fill critical shortages - both for specific subject areas (3E3a) and for minority teachers (3E3b). These data are displayed in Figures 3.5 – 3.7.

Class Size - Lower Division

Lower Division classes are defined as courses offered for credit toward the first and second year of an undergraduate degree program, an associates' degree program, or a technical or vocational degree below the baccalaureate. **Average class size** is calculated by dividing FTE student enrollment from all courses/sections at respective levels by the number of courses/sections at respective levels. Distance education classes are excluded as well as all medical faculty and FTE medical students. Data for **Subpart 1a-Lower Division Class Size** of performance indicator **3A, Class Size and Student/Teacher Ratios** is shown below for a three-year period. This subpart is not applicable to MUSC.

Figure 3.1 **Source: CHEMIS Data**

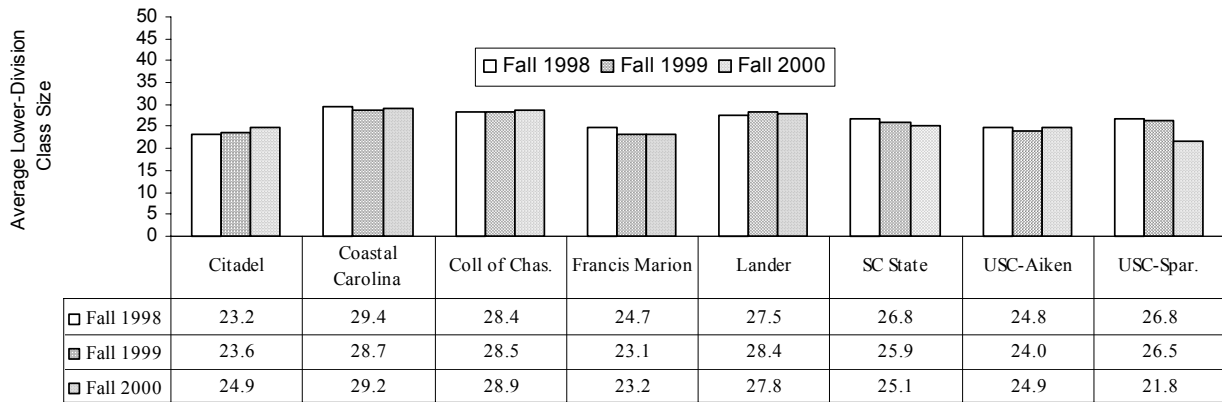


Research Universities Fall 1998 - Fall 2000

Clemson University and the University of South Carolina-Columbia are shown to the left. The figures represent the average class size of the institutions' lower division classes. This measure is not applicable to MUSC. To earn credit for this subpart, a range of 25 - 40 was expected for these institutions for Fall 2000 data.

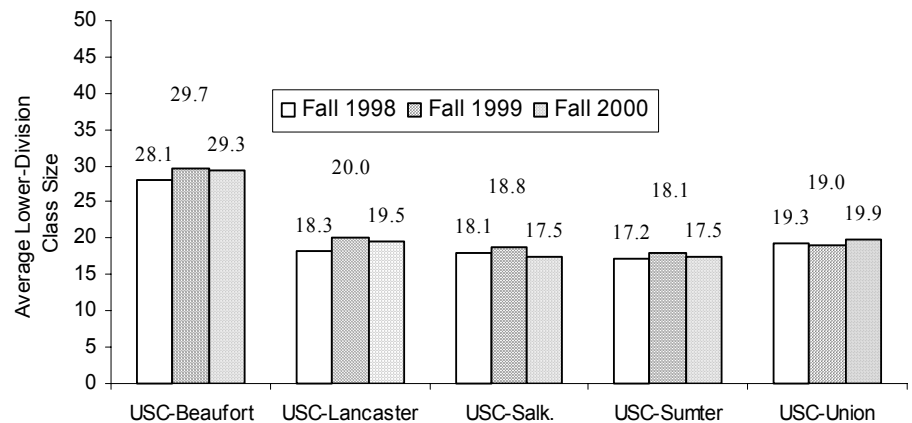
Four-Year Colleges and Universities - Fall 1998 - Fall 2000

Presented below are data for the average class size of each four-year institution's lower division classes. Progress and changes at each institution can be seen over the three-year period shown. To earn credit for this subpart, a range of 20 – 35 was expected for these institutions for Fall 2000 data.



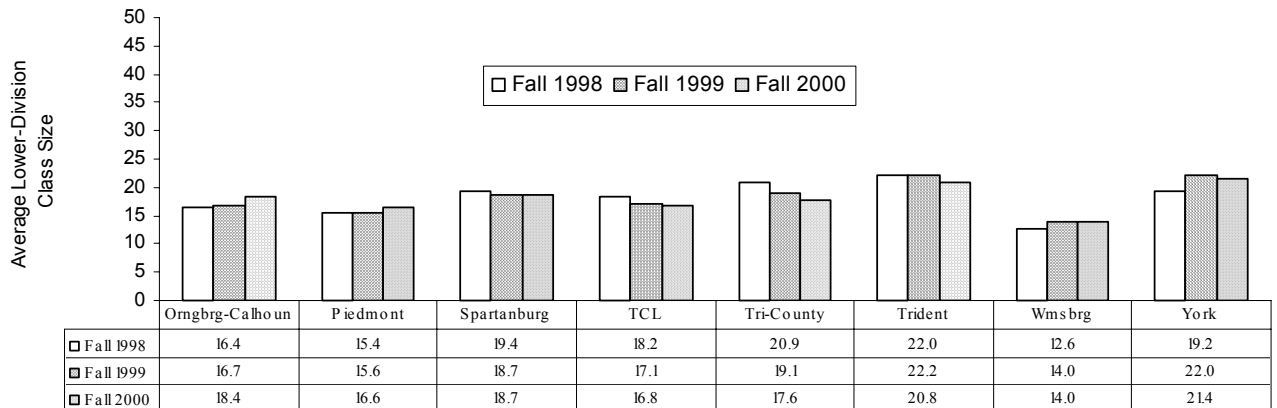
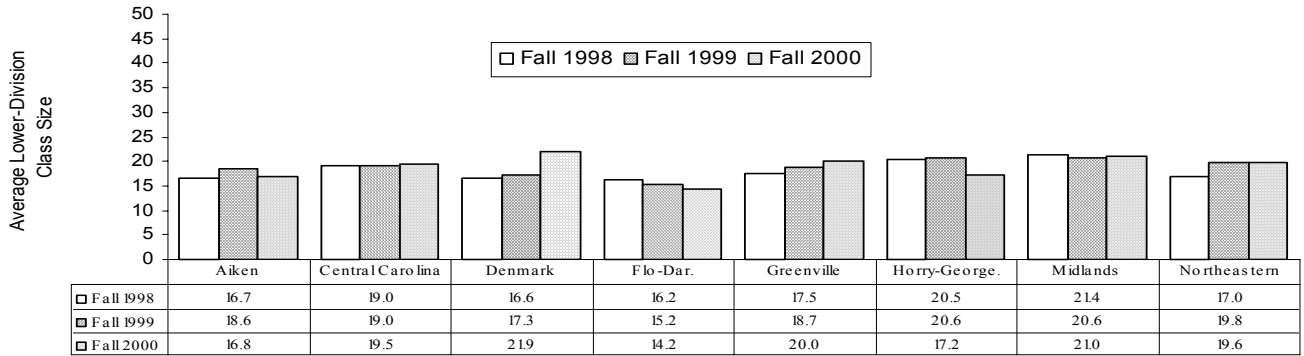
Two-Year Institutions- Branches of USC Fall 1998 - Fall 2000

Data for the five regional campuses are illustrated to the right. The average class size for lower-division classes is shown for each institution during each of the years represented. To earn credit for this subpart, a range of 20 – 35 was expected for these institutions for Fall 2000 data.



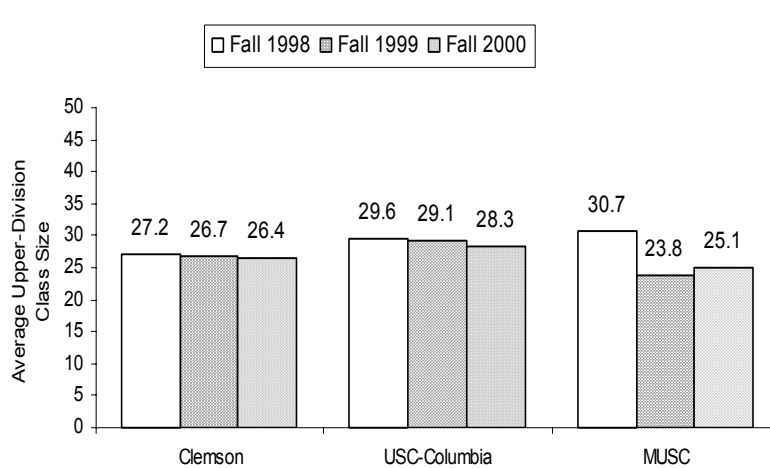
Class Size - Lower Division (cont.)**State Technical and Comprehensive Education System, Fall 1998 - Fall 2000**

The sixteen technical institutions are found in the two figures below with each of their average class sizes for lower division classes. To earn credit for this subpart, a range of 12 - 27 was expected for these institutions for Fall 2000 data.

**Class Size - Upper Division**

Upper Division is defined as courses offered for credit toward the third and fourth year of a four-year undergraduate degree program. **Average class size** is calculated by dividing FTE student enrollment from all courses/sections at respective levels by the number of courses/sections at respective levels. **Subpart 1b-Upper Division Class Size** of performance indicator **3A, Class Size and Student/Teacher Ratios** is shown below for a three-year period. This subpart is not applicable to the USC Regional Campuses or the Technical Sector.

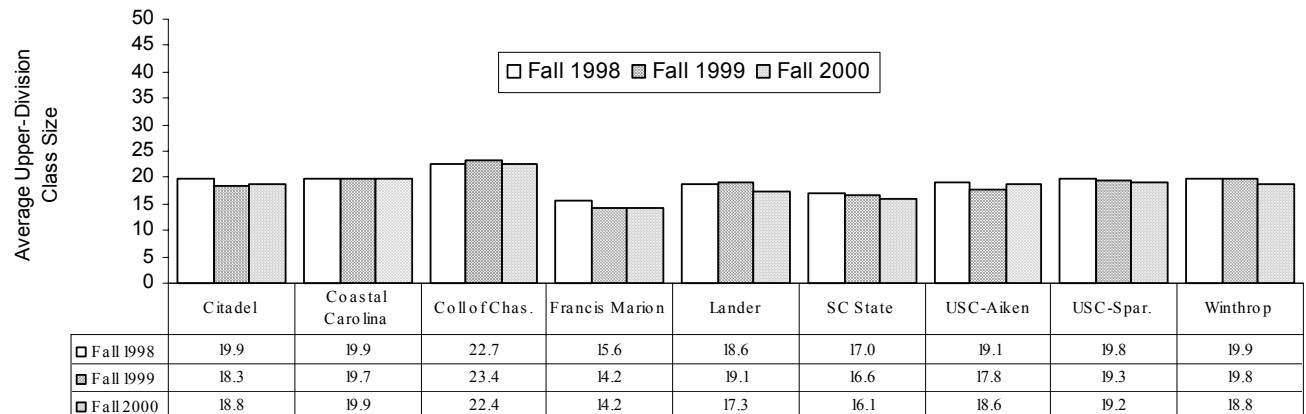
Figure 3.2 – Next Page

Figure 3.2: Class Size – Upper Division**Source: CHEMIS Data****Research Universities,
Fall 1998 - Fall 2000**

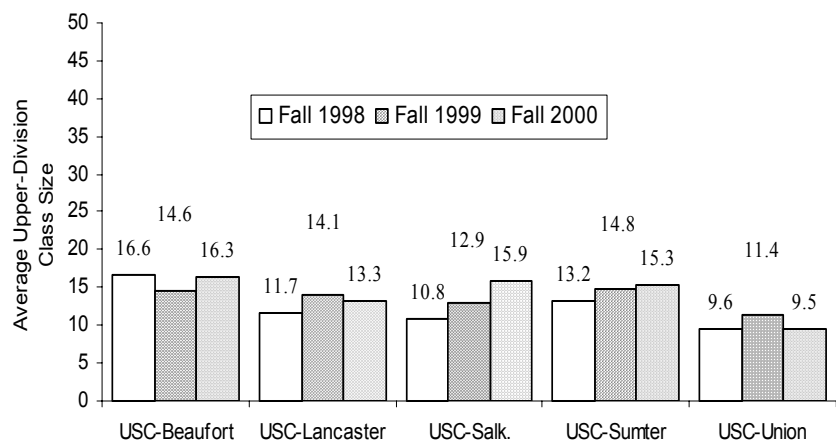
This subpart of the indicator is applicable to all three research universities. The average class size can be found for each institution over the three years shown. To earn credit for this subpart, a range of 20 - 357 was expected for these institutions for Fall 2000 data.

Four-Year Colleges and Universities, Fall 1998 - Fall 2000

Illustrated below is the average class size over a three-year period for each four-year colleges and universities. To earn credit for this subpart, a range of 12 - 27 was expected for these institutions for Fall 2000 data.

**Two-Year Regional
Campuses of USC**

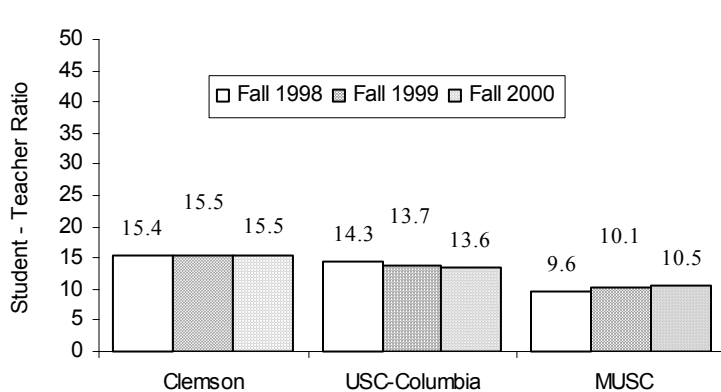
Illustrated below is the average class size over a three-year period for each four-year colleges and universities. To earn credit for this subpart, a range of 7 - 22 was expected for these institutions for Fall 2000 data.



Student-Teacher Ratios

The ratio of students to teachers in a classroom has become an integral part of student learning and assessment measures. Data for **Subpart 3 of Performance Indicator 3A, Ratio of full-time equivalent students to full-time equivalent faculty** are shown below for each sector. Included in this measure are faculty who taught at least 3 credit hours in the Fall Semester and FTE students as calculated from the credit hours generated by the enrollment in the courses. Medical faculty and FTE students are excluded.

Figure 3.3 Source: CHEMIS Data

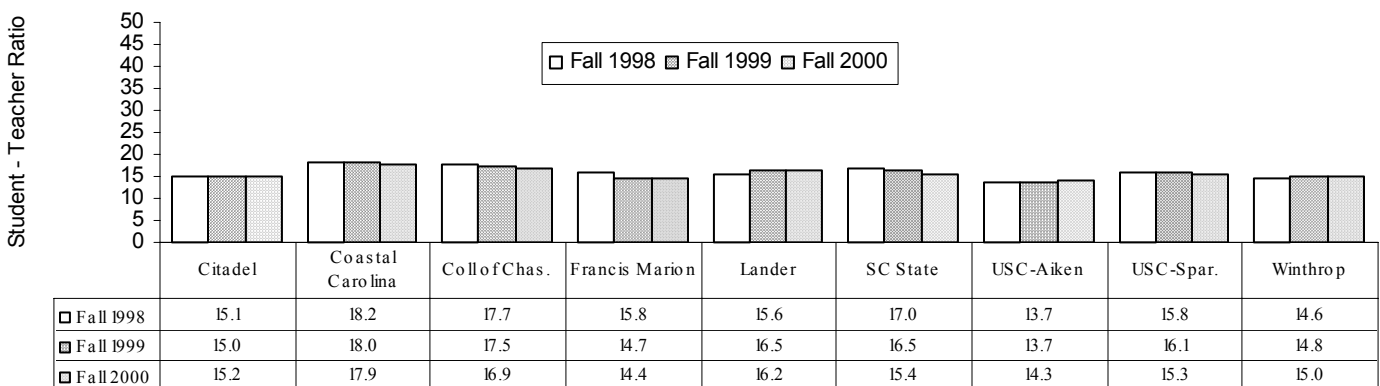


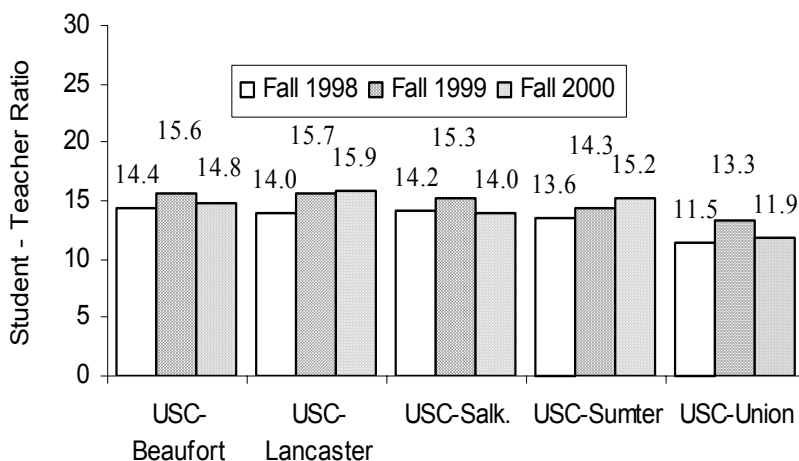
Research Universities Fall 1998 - Fall 2000

The chart to the left illustrates the ratio of FTE students to FTE faculty at each research institution for the three years listed. To earn credit for this subpart, a range of 10 - 20 was expected for these institutions for Fall 2000 data.

Four-Year Colleges and Universities, Fall 1998 - Fall 2000

Shown below for the four-year colleges and universities are the ratios of FTE students to FTE faculty over the three-year period. To earn credit for this subpart, a range of 10- 20 was expected for these institutions for Fall 2000 data.

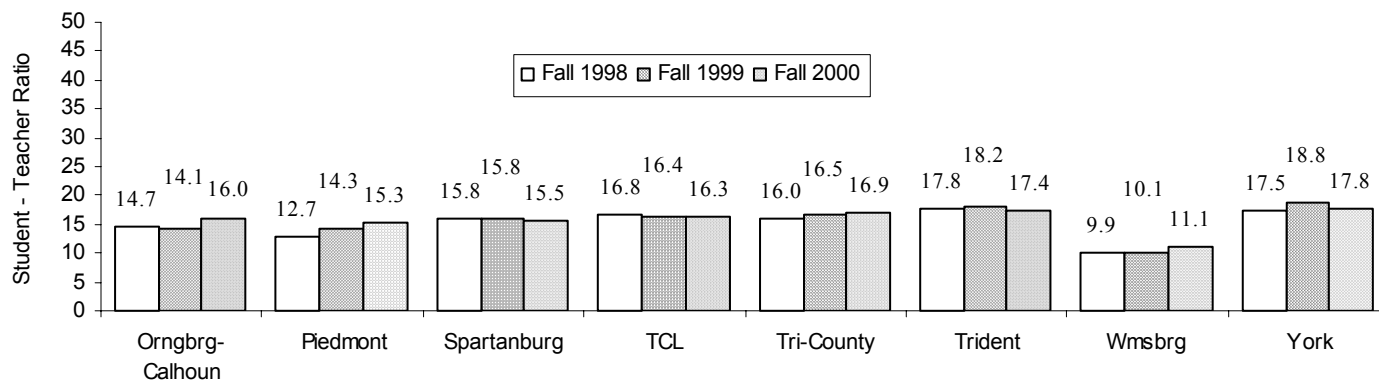
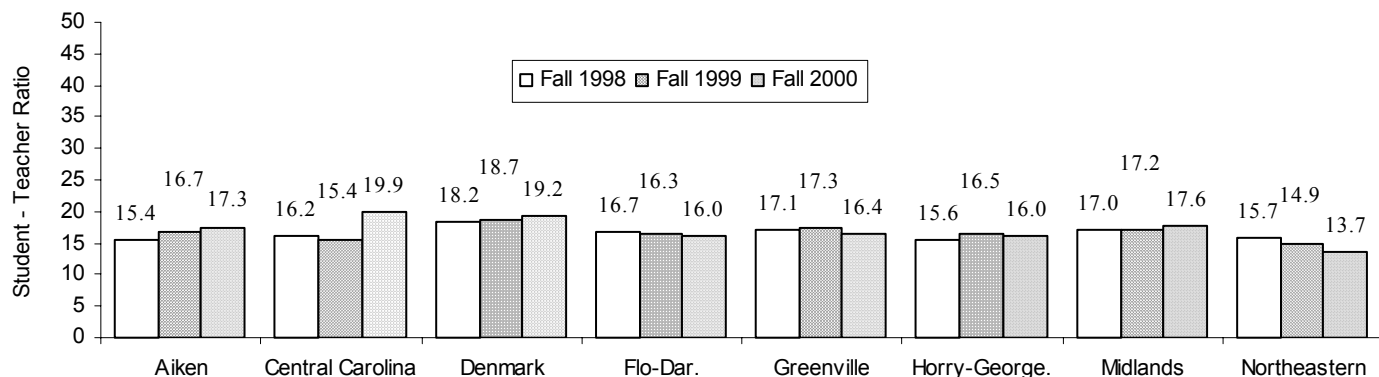


Student-Teacher Ratios (cont.)

The ratio of FTE students to FTE faculty is shown to the left for each of the regional campuses during the years represented. To earn credit for this subpart, a range of 10- 20 was expected for these institutions for Fall 2000 data.

State Technical and Comprehensive Education System, Fall 1998 - Fall 2000

The two charts below show data for the technical institutions with each of their ratios of FTE students to FTE faculty for the three-year period represented. To earn credit for this subpart, a range of 10- 20 was expected for these institutions for Fall 2000 data.



Courses Taught by Full-Time and Part-Time Faculty and by Graduate Assistants

Provided here are data across all four sectors on the type of instructional personnel used to teach Lower Division sections during Fall 2000. **Full-time Faculty** are those personnel at the institution who were identified as full-time at the institution and had primary responsibility (over 50%) for instruction, and had a reported salary on CHEMIS. This definition captures faculty that were included under the Salaries, Tenure, and Fringe Benefit report. Medical faculty were not included for MUSC. For the technical colleges, unclassified continuing education program coordinators are counted as faculty. **Lower Division** here represents those courses that were coded in the CHEMIS course file as Remedial or Lower Division, including courses offered for credit toward the first and second year of an associates degree program and technical/vocational degrees offered below the baccalaureate level.

TABLE 3.1 LOCATED ON THE NEXT PAGE

TABLE 3.1 - Courses Taught by Full-Time and Part-Time Faculty and by Graduate Assistants

Institutions	TOTAL LOWER DIVISION SECTIONS	LOWER DIVISION SECTIONS TAUGHT BY					
		Faculty				Graduate Assistants	
		Full Time		Part Time		#	%
		#	%	#	%		
Research Universities							
Clemson	1714	906	52.9%	575	33.5%	233	13.6%
USC-Columbia	1730	947	54.7%	526	30.4%	257	14.9%
2000 Research Subtotal	3444	1853	53.8%	1101	32.0%	490	14.2%
Four-Year Colleges and Universities							
The Citadel	399	271	67.9%	128	32.1%	0	0.0%
Coastal Carolina	619	407	65.8%	212	34.2%	0	0.0%
College of Charleston	1412	910	64.4%	502	35.6%	0	0.0%
Francis Marion	489	384	78.5%	105	21.5%	0	0.0%
Lander	385	317	82.3%	68	17.7%	0	0.0%
SC State	548	444	81.0%	104	19.0%	0	0.0%
USC-Aiken	408	272	66.7%	136	33.3%	0	0.0%
USC-Spartanburg	506	343	67.8%	162	32.0%	1	0.2%
Winthrop	694	459	66.1%	235	33.9%	0	0.0%
2000 Four-Year Subtotals	5460	3807	69.7%	1652	30.3%	1	0.0%
Two-Year Branches of USC							
USC-Beaufort	167	97	58.1%	70	41.9%	0	0.0%
USC-Lancaster	150	105	70.0%	45	30.0%	0	0.0%
USC-Salkehatchie	122	72	59.0%	50	41.0%	0	0.0%
USC-Sumter	189	129	68.3%	59	31.2%	1	0.5%
USC-Union	50	31	62.0%	19	38.0%	0	0.0%
2000 Two-Year Subtotals	678	434	64.0%	243	35.8%	1	0.1%
Technical Colleges							
Aiken	395	258	65.3%	137	34.7%	0	0.0%
Central Carolina	347	245	70.6%	102	29.4%	0	0.0%
Denmark	247	171	69.2%	76	30.8%	0	0.0%
Florence-Darlington	767	502	65.4%	265	34.6%	0	0.0%
Greenville	1683	1013	60.2%	670	39.8%	0	0.0%
Horry-Georgetown	666	435	65.3%	231	34.7%	0	0.0%
Midlands	1526	921	60.4%	605	39.6%	0	0.0%
Northeastern	245	178	72.7%	67	27.3%	0	0.0%
Orangeburg-Calhoun	389	314	80.7%	75	19.3%	0	0.0%
Piedmont	758	450	59.4%	308	40.6%	0	0.0%
Spartanburg	614	404	65.8%	210	34.2%	0	0.0%
TCL	379	296	78.1%	83	21.9%	0	0.0%
Tri-County	695	382	55.0%	313	45.0%	0	0.0%
Trident	1595	977	61.3%	618	38.7%	0	0.0%
Williamsburg	185	85	45.9%	100	54.1%	0	0.0%
York	627	426	67.9%	201	32.1%	0	0.0%
2000 Technical College Subtotals	11118	7057	63.5%	4061	36.5%	0	0.0%

Number of Student Credit Hours Taught by Faculty

For Performance Funding **Indicator 3B** - Number of Credit Hours Taught by Faculty, institutions are assessed based on the average number of student credit hours taught by full-time teaching faculty. Full-time teaching faculty includes all full-time, unclassified faculty at institutions, who teach at least three credit hours, measured in the Fall semester, combined with all part-time faculty converted to FTE's based on course credit hours taught. This measure shows the student credit hours for all identified faculty members calculated by the number of course credit hours multiplied by student enrollment. Faculty who team teach courses have their student credit hour productions determined in relationship to their percentage of instructional responsibility. Although the data varies across institutions due to differences in program mix, within institutions it has been stable over the last several years. **This measure was a deferred indicator for Year 5 (2000-2001)** due to issues that arose as standards were considered. Past data can be found in the 2001 edition of "a Closer Look."

Faculty and Administrative Personnel

Performance Funding Indicator 3C - Ratio of Full-time Faculty as Compared to Other Full-Time Employees represents the total number of all full-time faculty members as a percent of the total number of all full-time employees. **Full-time faculty** are defined by IPEDS Fall Staff Survey as those employees whose specific assignments customarily are made for the purpose of conducting instruction, research, or public service as a principal activity, and who hold academic-rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of these academic ranks (including deans, directors, and other administrators who hold faculty rank, and whose principal activity is instruction.)

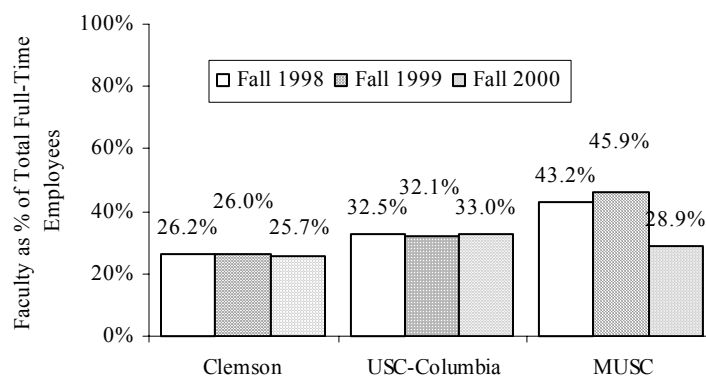
Figure 3.4 Source: CHEMIS Data

Ratio of Full-Time Faculty as Compared to Other Full-Time Employees

Research Universities

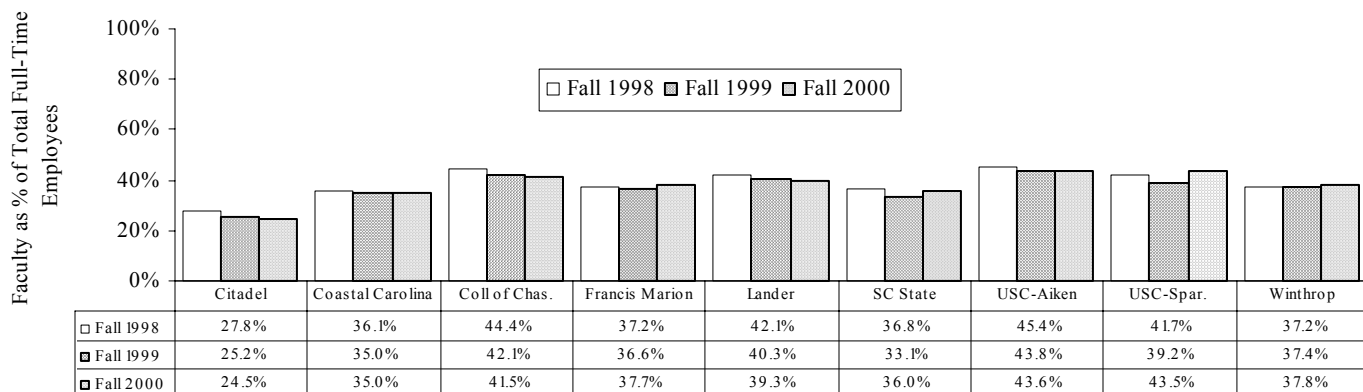
Fall 1998 - Fall 2000

The tables here illustrate the movement in the ratio of full-time employees at each institution. A three-year period is shown for each sector. The "Achieves" range in effect for Fall 2000 data rated in Spring 2001 was 24% - 25% for Clemson, 23% - 32% for USC-Columbia, and 16% - 28% for MUSC. These standards were set based on peer data for each institution.

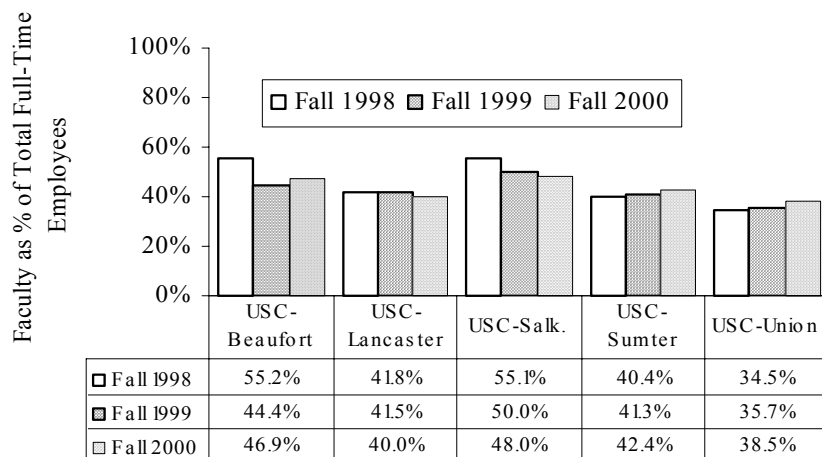


Faculty and Administrative Personnel (cont.)**Four-Year Colleges and Universities, Fall 1998 - Fall 2000**

The “Achieves” range in effect for Fall 2000 data rated in Spring 2001 was 35% - 41% for these institutions. This standard was set based on national data reported by comparable institutions.

**Two-Year Campuses of USC, Fall 1998 - Fall 2000**

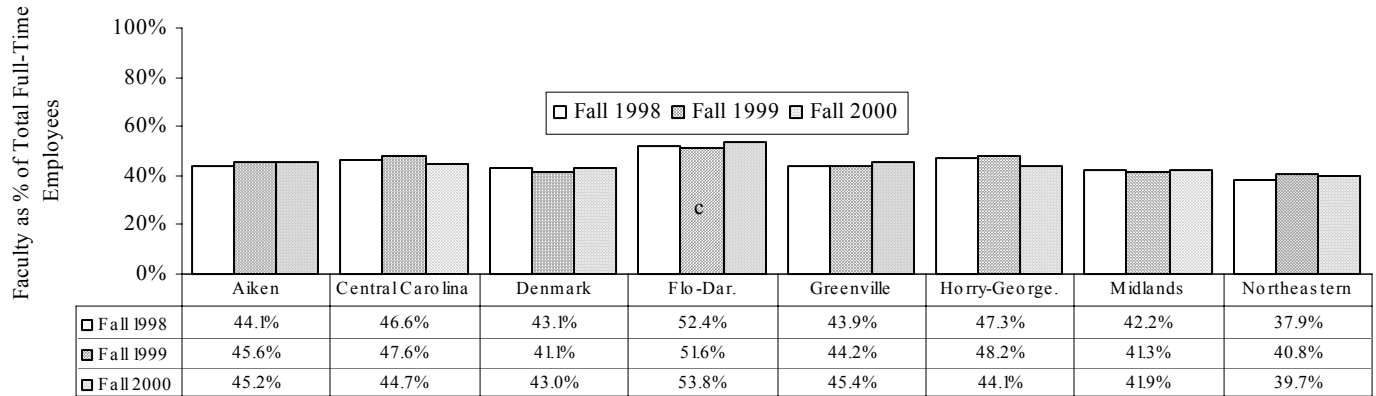
The “Achieves” range in effect for Fall 2000 data rated in Spring 2001 was 37% - 43% for these institutions. This standard was set based on national data reported by comparable institutions.



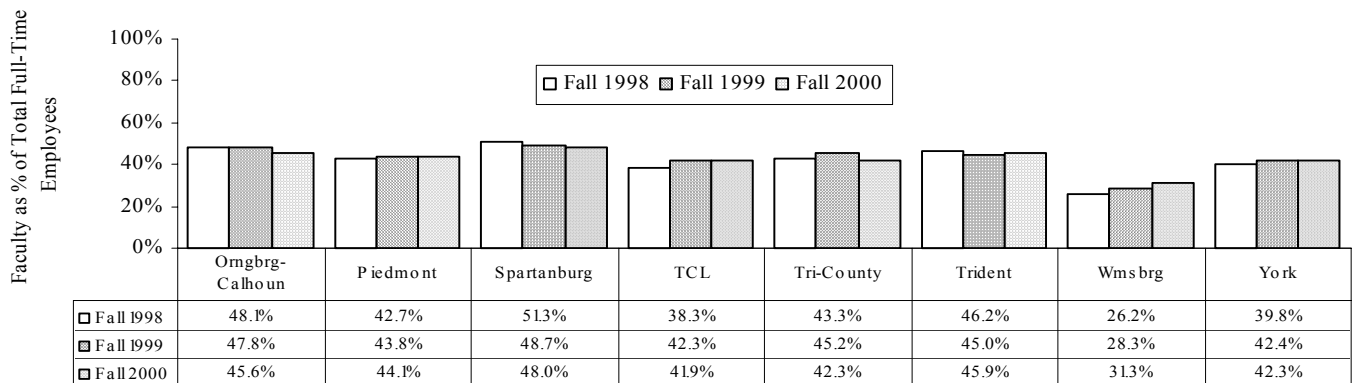
Faculty and Administrative Personnel, (cont.)

State Technical and Comprehensive Education System, Fall 1998 - Fall 2000

The "Achieves" range for all but four of the Technical Colleges is 36%-42%. The exceptions, Denmark Technical College, Northeastern Technical College, Technical College of the Lowcountry, and Williamsburg Technical College, all have an "Achieves" range of 33% -41%. This standard was set



based on national data reported by comparable institutions.



Accreditation of Degree-Granting Programs

These data contain the status of programs as of June 30, 2001, and represent information for all four- and two-year institutions to be reported as required in legislation: "The number and percentage of accredited programs and the number and percentage of programs eligible for accreditation." **The presented numbers reflect a count of the number of agencies for which the institution has one or more programs accredited.**

Indicator 3D - Accreditation of Degree-Granting Programs is used in assessing accreditation in the performance funding system. Details regarding accreditation as applicable to performance funding are found in Section 11. The reader may note that the numbers on institutional ratings reports may differ from those displayed in this document. In implementing this indicator, institutions were provided with the opportunity to receive credit for accreditation provided a program was on track to receive full accreditation by April 2002. Performance Indicator 3D, therefore, currently holds the institutions accountable for the number of programs accredited or on track for accreditation by April 2002 out of the number of accreditable programs. After April

Accreditation of Degree-Granting Programs (cont.)

2002, institutions will be assessed in performance funding on accredited programs only. It is noted that CHE policy provides an institution 5 years to attain full accreditation after a new program is added at an institution and provides the same length of time to gain accreditation of an existing program when an agency is added to the list of accrediting bodies recognized by CHE. For additional information, see our [website http://www.che400.state.sc.us](http://www.che400.state.sc.us) and go to "Academic Affairs and Licensing."

Table 3.2 Accreditation of Degree-Granting Programs. (Next Page)

Table 3.2 Accreditation of Degree-Granting Programs Source: Institutional IE Reports to CHE

	As of June 30, 2001		
	Areas Eligible for Accreditation	Areas with One or More Programs Accredited	% Accredited
Research Universities			
Clemson	12	11	92%
USC-Columbia	25	25	100%
MUSC	17	17	100%
Teaching Universities			
Citadel	4	3	75%
Coastal Carolina	5	3	60%
Coll of Chas.	7	6	86%
Francis Marion	5	4	80%
Lander	7	5	71%
SC State	15	10	67%
USC-Aiken	4	4	100%
USC-Spar.	5	4	80%
Winthrop	13	13	100%
Two-Year Branches of USC			
USC-Beaufort			
USC-Lancaster	2	1	50%
USC-Salk.	NA	NA	
USC-Sumter	NA	NA	
USC-Union	NA	NA	
Technical Colleges			
Aiken	4	1	25%
Central Carolina	6	6	100%
Denmark	3	0	0%
Flo-Dar.	12	12	100%
Greenville	17	17	100%
Horry-George.	9	9	100%
Midlands	14	14	100%
Northeastern	2	0	0%
Orngbrg-Calhoun	8	7	88%
Piedmont	10	10	100%
Spartanburg	10	10	100%
TCL	4	4	100%
Tri-County	8	8	100%
Trident	15	14	93%
Wmsbrg	1	1	100%
York	8	8	100%

Student Performance on Teacher Education Examinations

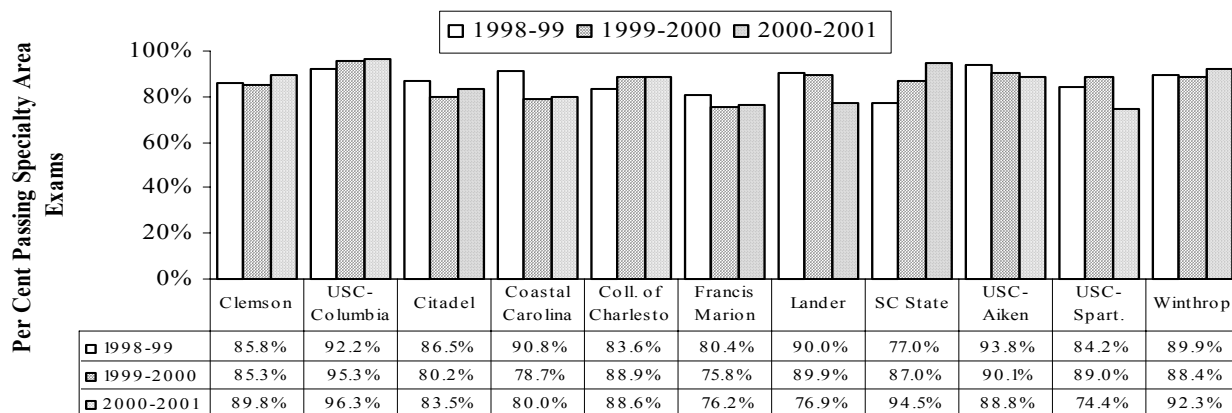
Performance Funding Indicator 3E, Subpart 3E2a measures the percentage of students who pass the PRAXIS II Professional Learning and Teaching (PLT) exam. In 2000-01, graduating teacher education students were not required to take this exam immediately upon graduation, but are given a three-year window for completion. Differing institutional policies on test-taking by new graduates led to test-taking rates that vary from 0% to 57%. Because of the wide variation in rates, charting the institutional passing rates would lead to inaccurate comparisons. A policy for handling this issue in the future is being developed. Data on past years is reported in the 2001 edition of "A Closer Look."

Performance Funding Indicator 3E, Subpart 3E2b measures the percentage of students who pass the PRAXIS II Specialty Area Exams. These exams are required of all graduates.

Figure 3.5 Percent of students in teacher education programs who pass the PRAXIS II Specialty Area Exams. Source: Institutional IE Reports to CHE

Research Universities and Four-Year Colleges and Universities, 1998 - 2001

The chart below represents the percent of students in teacher education at each institution who passed Specialty Area Examinations during the year indicated. In 2000-01, these are based on the PRAXIS II exam. In previous years they were primarily based on the NTE. The annual reporting timeframe is April 1 – March 31. In 1999-2000 and 2000-2001, scores for the Middle School Pedagogy exam have been excluded. Curricula are being developed/implemented for this certification area.



Teacher Education Graduates in Critical Shortage Areas

Performance Funding Indicator 3E (Subparts 3a and 3b) assesses two critical needs areas for teachers: 1) the number of graduates in state critical shortage areas; and 2) minority graduates from teacher preparation programs.

Critical shortage areas are those determined by the South Carolina Department of Education based on state need and for purposes of loan repayments. Data for the percent of graduates in critical shortage areas for the past three years are shown below in Figure 3.6. The critical shortage areas have changed over the years as teacher shortages have increased. For the 2000-2001 performance year critical shortage areas were: Art, Business Education, English/Language

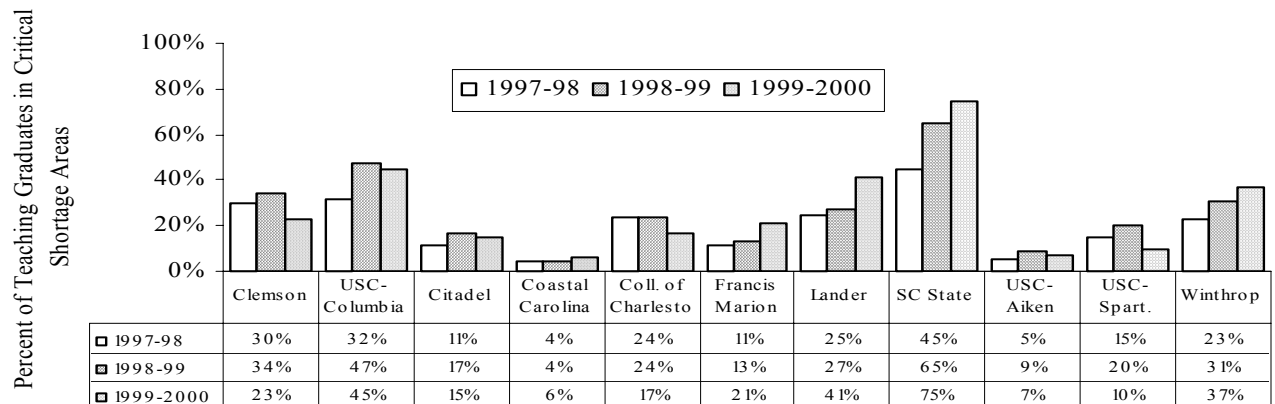
Teacher Education Graduates in Critical Shortage Areas (cont.)

Arts, Family and Consumer Science (Home Economics), Foreign Languages (French, German, Latin, and Spanish), Industrial Technology, Library Science, Mathematics, Science (all areas), Music (Choral), and Special Education (all areas including speech pathology, occupational, and physical therapy). In years prior to performance year 4, teacher education graduates in English/Language Arts and Foreign Languages were not included.

Figure 3.6 Source: Institutional IE Reports to CHE

Research Universities and Four-Year Colleges and Universities, 1997 - 2000

The percent of graduates in critical shortage areas for each institution is shown for each of the years represented. The “Achieves” range in effect for Fall 2000 data rated in Spring 2001 was 20% - 34%.



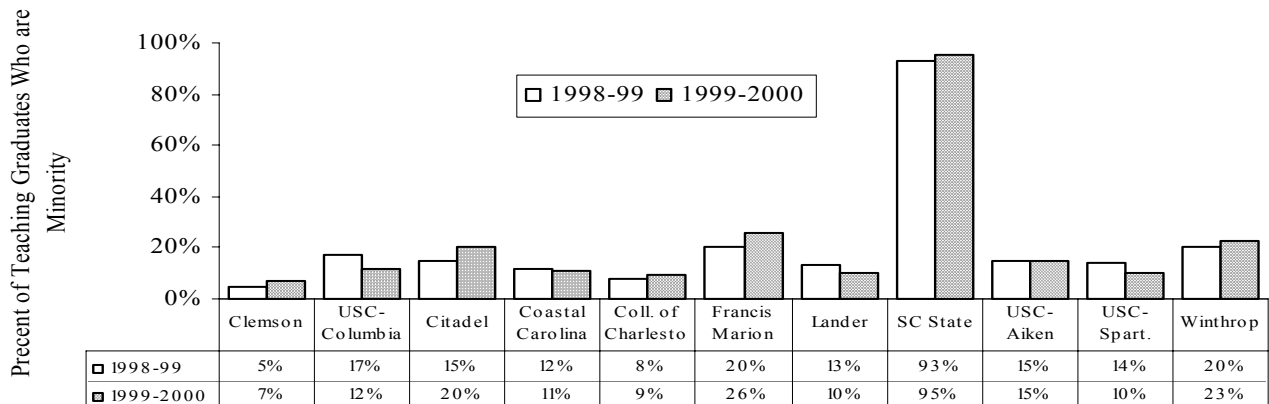
Teacher Education Graduates who are Minority

Minority Teacher Education Graduates for the years shown include African-American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic students who graduated from public institutions in teacher education. In prior years, data for this indicator reflected only African-American students. Therefore, comparable data from prior years to the data shown here are not available.

Figure 3.7 - Teacher Education Graduates who are Minority (Next Page)

Figure 3.7 - Teacher Education Graduates who are Minority**Source: Institutional Reports to CHE****Research Universities and Four-Year Colleges and Universities, 1998-00**

The percent of graduates from teacher education programs who are minority is represented below. Only two years of data are shown due to a change in the definition of "minority" in 1999 from "African-American only" to include African-American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. The "Achieves" range in effect for Fall 2000 data rated in Spring 2001 was 10% - 20%.

**Title II Summary Information**

In 2001, the South Carolina Legislature amended Section 59-101-350 of the South Carolina Code of Laws, 1976, to include the following as a reporting requirement under "Act 255."

Assessment information for the institution's Title II of the Federal Higher Education Act of 1998 report that collects and analyzes data on applicant qualifications and the performance of the candidates and graduates;

A link to South Carolina Title II summary information, maintained by the SC Department of Education (SDE), is <http://www.title2.org/scripts/statereports/rptHome.asp>. Tabular data showing institutions' performance on various requirements of Title II reporting will be posted by the SDE, but are not yet available. These tables will include information on all South Carolina teaching institutions, to include private institutions.

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Section 4

Institutional Cooperation and Collaboration



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Institutional Cooperation and Collaboration

Institutional performance on these two indicators, **4A – Sharing and use of Technology, Programs, Equipment, Supplies and Source Matter within the Institution, with Other Institutions and with the Business Community** and **4B – Cooperation and Collaboration with Private Industry**, have been scored as compliance indicators based on institutional reporting of activities in Performance Year 3. Given the nature of these indicators and the high level of compliance, they were put on a three-year scoring cycle, and were not scored in Years 4 and 5. During Year 5, the Commission approved continuing a revised measure of institutional cooperation and collaboration as a scored indicator. .

As described in the following excerpt from the “Performance Funding Workbook Supplement for Year 6,” the revised measure combines 4A and 4B.

“Effective in the 2000-01 Performance Year (Year 6), the Commission approved continuing 4A and 4B as scored indicators with revisions to the measures such that a revised single scored measure is used in assessing indicators 4A and 4B. The approved revised measure is tailored to each sector to focus on efforts of institutional cooperation and collaboration with business, private industry and/or the community. During Year 6, as the revised indicator is phased-in, the measure is scored as a compliance indicator while sectors work to identify measures and collect baseline data for purposes of determining standards. The expectation is that after Year 6, the indicator will be scored each year. The measure is designed to provide a focus for multiple years. Prior to the end of a defined focus area, sectors will re-define the focus in a time period to ensure that new measure may be scored after the concluding period of the preceding focus.” (Performance Funding Workbook Supplement for Year 6, Sept 2001, pp 41)

At present, sectors are working with the Commission to define their area of focus and measures to assess performance. The next report of performance funding data on this indicator will be in the 2004 edition of “A Closer Look.”

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Section 5

Administrative Efficiency



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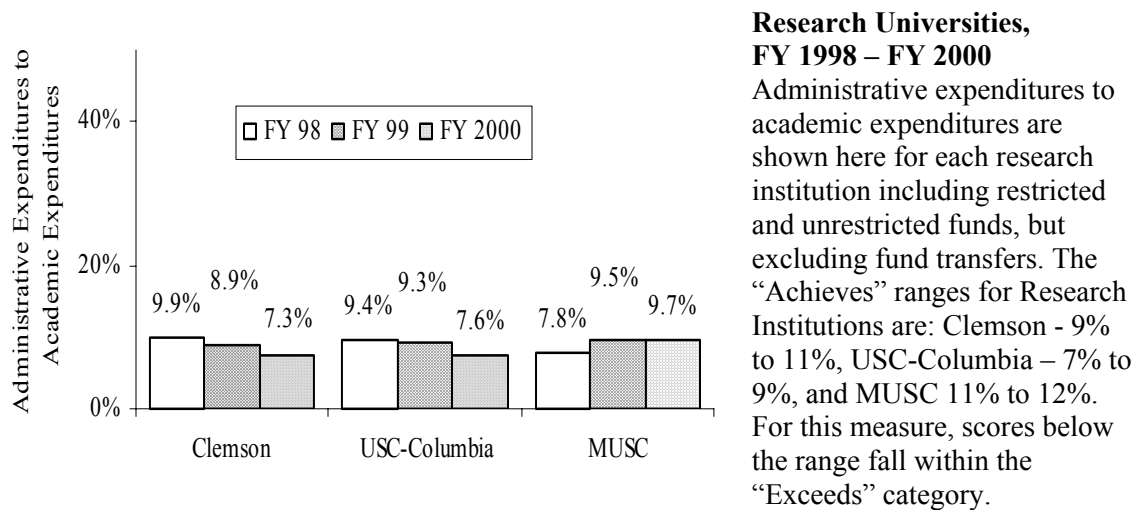
ADMINISTRATIVE EFFICIENCY

Administrative and Academic Expenditures

For **Performance Funding Indicator 5A – Percent of Administrative Costs as Compared to Academic Costs**, institutions are assessed on the ratio of administrative costs to academic costs. **Administrative costs** are expenditures defined as those for institutional support and **academic costs** are expenditures defined as those for instruction, research, academic support and scholarships. For research institutions restricted and unrestricted expenditures are considered, whereas, only unrestricted expenditures are considered for all other sectors. Funds transfers are excluded for all institutions.

This measure was changed for the 1999-2000 and subsequent performance funding years. Prior to 1999-2000, administrative and academic expenditures were assessed separately, rather than as a ratio, when determining institutional performance. A downward trend is expected in indicating improvement. As noted in the charts displayed below, the Commission has identified ranges within which institutional scores are expected to fall in order to receive a rating of “Achieves.” Scores below the range receive a rating of “Exceeds.”

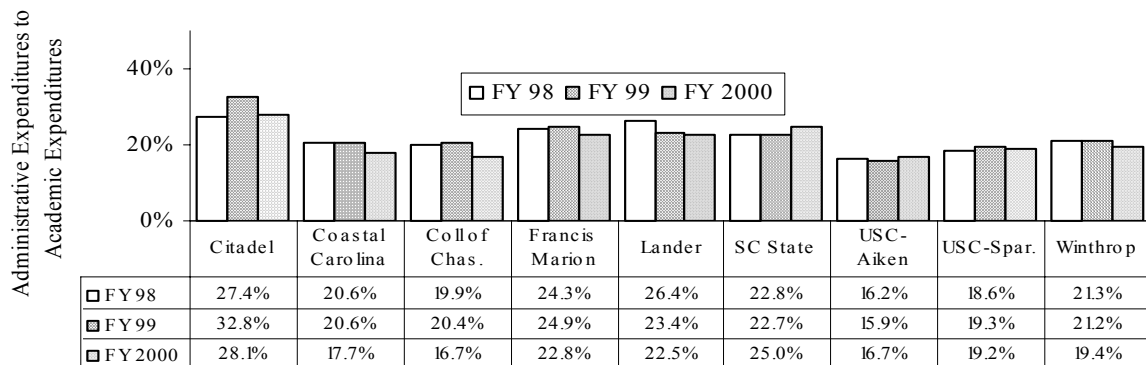
Figure 5.1 Source: IPEDS Annual Finance Surveys, FY 1998-FY 2000



Administrative and Academic Expenditures (cont.)

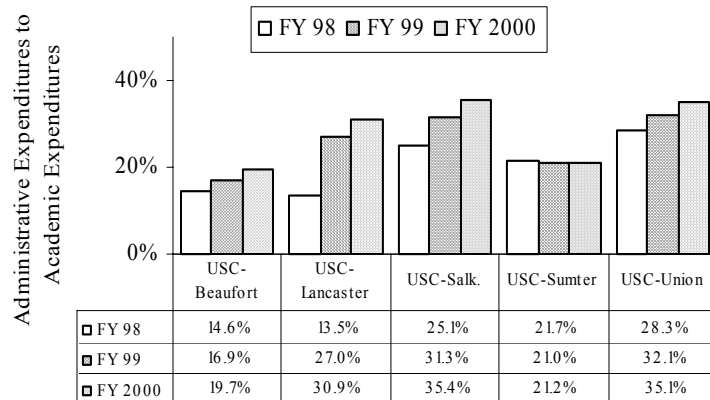
Four-Year Colleges and Universities, FY 1998 – FY 2000

Administrative expenditures to academic expenditures are illustrated below for each teaching university for the last three years. Unrestricted funds are shown, with restricted funds and fund transfers excluded. The “Achieves” range for Teaching Institutions 18% to 25%, with scores below the range earning a rating of “Exceeds.”



Two-Year Institutions- Branches of USC, FY 1998 – FY 2000

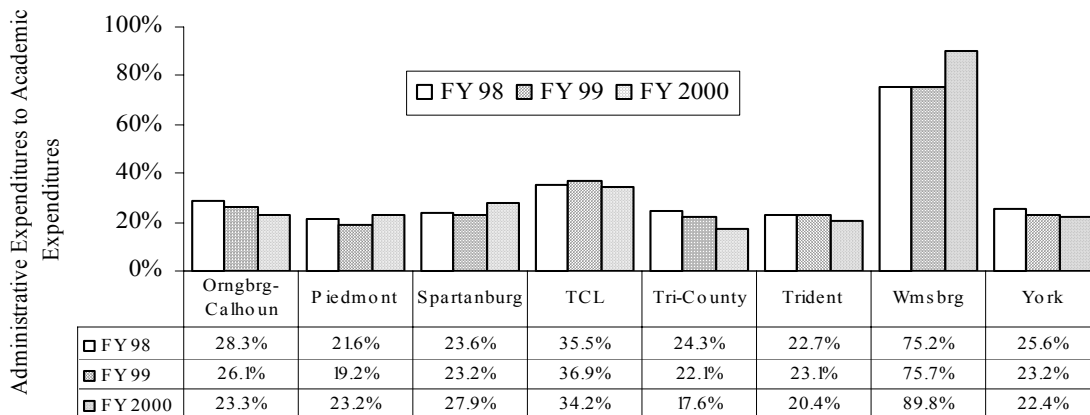
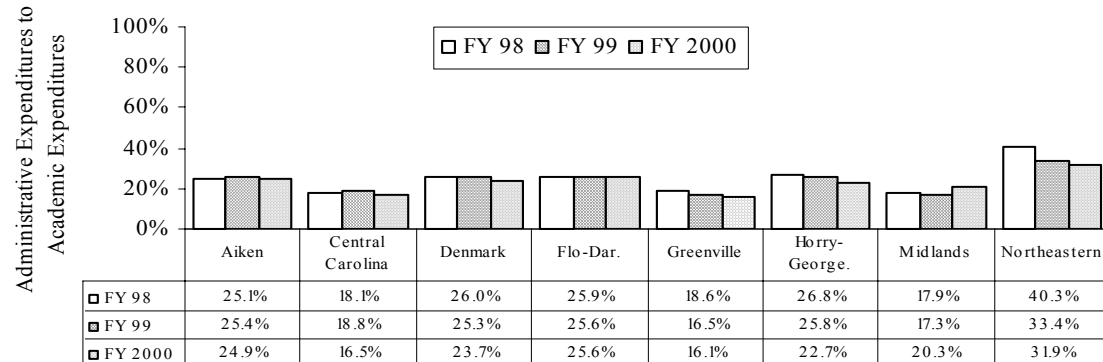
Administrative expenditures to academic expenditures are illustrated below for each two-year branch of USC for the last three years. Unrestricted funds are shown, with restricted funds and fund transfers excluded. The “Achieves” range for Teaching Institutions 20% to 30%, with scores below the range earning a rating of “Exceeds.”



Administrative and Academic Expenditures (cont.)

State Technical and Comprehensive Education System, FY 1998 – FY 2000

Administrative expenditures to academic expenditures are illustrated below for the last three years. Unrestricted funds are shown, with restricted funds and fund transfers excluded. The “Achieves” range for all but four of the Technical Colleges is 23 to 30%, with scores below the range earning a rating of “Exceeds.” The exceptions, Denmark Technical College, Northeastern Technical College, Technical College of the Lowcountry, and Williamsburg Technical College, the four smallest technical colleges, have an “Achieves” range of 25% to 34%.



Use of Best Management Practices

Another measure of the critical success factor “Administrative Efficiency” addressed in performance funding is the extent to which institutions demonstrate the use of best management practices as defined by the Commission on Higher Education (CHE). **Performance Funding Indicator 5B-Use of Best Management Practices** was identified by the General Assembly and defined as a measure by the CHE in cooperation with institutions.

In fulfillment of requirements for this indicator, institutions report on the application of 13 identified management practices, as detailed below, and are measured according to the percentage of those that are employed. The management practices included serve as a guide to institutions in assessing their management strategies that are employed to ensure that they are operating efficiently and effectively in regard to management procedures. Institutions report activities on a two-year cycle and last reported information during the 2000-2001 performance year (Year 5). All 33 public institutions in the state reported utilizing each of the 13 best practices. The CHE maintains a record of institutional reports from the institutions on how they are implementing the best management practices below.

Management Practices Identified for Performance Indicator 5B

1. Integration of Planning and Budgeting: The institution has employed a multi-year strategic planning process that links the planning process with the annual budget review.

2. Internal Audit: The institution has utilized an active internal audit process that includes: (a) programmatic reviews along with fiscal reviews; (b) consistent follow-up on audit findings; and (c) reporting of the internal audit function to the institutional head or to the governing board. (NOTE: The smaller institution that cannot afford a separate internal audit staff should demonstrate internal reviews in place that serve the same function as an internal auditor.)

3. Collaboration and Partnerships: The institution has demonstrated financially beneficial collaborative efforts with other public entities in performance of business functions including, but not limited to, financial management, energy production and management, printing and publications, mail service, procurement, warehousing, public safety, food service, space utilization, and parking.

4. Outsourcing and Privatization: The institution has examined opportunities for contracting out various business functions, has performed cost analyses, and has implemented, where economically feasible, cost saving contracts.

5. Process Analysis: The institution has made a critical examination of its business processes in an effort to increase productivity, reduce waste and duplication, and improve the quality of services provided to its internal customers.

6. Use of Automation and Technology: The institution has developed a long range plan for improved use of technology to enhance student learning and business processes and has taken deliberate efforts to implement this technology within budget constraints.

Use of Best Management Practices (cont.)

7. Energy and Other Resource Conservation and Management: The institution has approved and implemented a plan to conserve energy and other resources and has demonstrated positive results from the plan.

8. Preventive and Deferred Maintenance: The institution has developed and implemented, subject to budget constraints, a regular program of preventive maintenance to preserve its physical assets and has developed a plan to address deferred (overdue) maintenance needs for its campus.

9. Alternate Revenue Sources: The institution has made substantial efforts to identify and secure alternate revenue sources (excluding categorical grants for specific functions) to supplement funds available from state appropriations and student fees.

10. External Annual Financial Audit Findings: The institution has minimized or avoided all management letters and single audit findings in the annual audit performed or supervised by the State Auditor, especially violations of state law, material weaknesses, and single audit “findings and questioned costs.”

11. External Review Findings: The institution has minimized or avoided all non-compliance findings related to its business practices in external reviews and audits including, but not limited to, NCAA, accreditation, federal financial aid reviews, and direct federal audits

12. Long Range Capital Plan: The institution has approved a long range (minimum three to five years) capital improvement plan for major capital requirements for its campus and has, subject to fund availability, begun implementation of the plan.

13. Risk Management: The institution has an active risk management program in place to minimize its losses.

Amount of General Overhead Costs

As part of the performance funding process, each institution is measured on the amount of general overhead costs per full-time equivalent (FTE) student, **Performance Funding Indicator 5D - Amount of General Overhead Costs**. The CHE has operationalized this indicator as the institution’s institutional support expenditures per full-time equivalent (FTE) student based on expenditures reported on IPEDS Annual Finance Survey and enrollment as reported to the CHE for the fall semester corresponding to the fiscal year. Institutional support expenditures are those reported on the IPEDS annual finance survey and students included are FTE for the Fall semester. Expenditures for the Research Sector include restricted and unrestricted institutional support costs and exclude fund transfers. Expenditures for the other sectors, however, include unrestricted funds only and exclude fund transfers. The State Technical and Comprehensive Education System student count includes continuing education students. Interested readers may also refer to the dollar amounts for FY 1999-2000 for all expenditure categories including institutional support for each institution that are displayed in Section 1, Table 1.1. Table 5.1 (next page) displays each institution’s performance on indicator 5D.

Table 5.1 Amount of General Overhead Costs
Source: IPEDS Annual Finance Survey and Enrollment Data Reported to the CHE

	FY 1999-00 Administrative Expenditures	Fall 1999 FTE Students (1)	FY 1999-00 Per Student Admin Expenditures	"Achieves" Range (Scores below range rated "Exceeds")
<i>RESEARCH SECTOR (includes restricted and unrestricted expenditures and excludes fund transfers)</i>				
Clemson	\$17,918,184	15,685	\$1,142	\$1,253 - \$1,551
USC Columbia	\$24,349,148	19,852	\$1,227	\$1,188 - \$1,848
MUSC	\$25,758,473	2,347	\$10,975	\$6190 - 13,462
<i>Sector Subtotal</i>	\$68,025,805	37,884	\$1,796	
<i>TEACHING UNIVERSITIES & COLLEGES SECTOR (includes unrestricted expenditures only and excludes fund transfers)</i>				
The Citadel	\$5,058,876	2,899	\$1,745	\$1,009 - \$1,444
Coastal Carolina	\$4,460,375	3,991	\$1,118	\$1,009 - \$1,444
College of Charleston	\$8,301,313	9,480	\$876	\$1,009 - \$1,444
Francis Marion	\$4,014,760	2,906	\$1,382	\$1,009 - \$1,444
Lander	\$2,684,166	2,242	\$1,197	\$1,009 - \$1,444
SC State	\$6,775,712	4,156	\$1,630	\$1,009 - \$1,444
USC Aiken	\$2,453,867	2,515	\$976	\$1,009 - \$1,444
USC Spartanburg	\$3,204,906	2,947	\$1,088	\$1,009 - \$1,444
Winthrop	\$5,558,628	4,680	\$1,188	\$1,009 - \$1,444
<i>Sector Subtotal</i>	\$42,512,603	35,816	\$1,187	
<i>REGIONAL CAMPUSES OF USC (includes unrestricted expenditures only and excludes fund transfers)</i>				
USC Beaufort	\$588,138	621	\$947	\$851 - \$1,349
USC Lancaster	\$837,372	573	\$1,461	\$851 - \$1,349
USC Salkehatchie	\$801,859	486	\$1,650	\$851 - \$1,349
USC Sumter	\$907,422	777	\$1,168	\$851 - \$1,349
USC Union	\$317,743	193	\$1,646	\$851 - \$1,349
<i>Sector Subtotal</i>	\$3,452,534	2,650	\$1,303	
<i>TECHNICAL COLLEGES (includes unrestricted expenditures only and excludes fund transfers)</i>				
Aiken	\$1,541,682	2,024	\$840	\$1,046 - \$1,477
Central Carolina	\$1,208,793	1,893	\$639	\$1,046 - \$1,477
Denmark	\$762,527	930	\$820	\$1,539 - \$1,824
Florence-Darlington	\$2,951,121	3,458	\$853	\$1,046 - \$1,477
Greenville	\$5,200,349	9,393	\$554	\$1,046 - \$1,477
Horry-Georgetown	\$2,337,267	4,019	\$582	\$1,046 - \$1,477
Midlands	\$5,262,142	7,481	\$703	\$1,046 - \$1,477
Northeastern	\$912,222	979	\$932	\$1,539 - \$1,824
Orangeburg-Calhoun	\$1,567,234	1,789	\$876	\$1,046 - \$1,477
Piedmont	\$2,430,043	2,976	\$817	\$1,046 - \$1,477
Spartanburg	\$2,577,985	2,803	\$920	\$1,046 - \$1,477
Tech Coll. of the Low Country	\$1,539,148	992	\$1,552	\$1,539 - \$1,824
Tri-County	\$1,835,303	3,304	\$555	\$1,046 - \$1,477
Trident	\$5,214,990	6,766	\$771	\$1,046 - \$1,477
Williamsburg	\$1,132,421	426	\$2,658	\$1,539 - \$1,824
York	\$2,386,010	3,333	\$716	\$1,046 - \$1,477
<i>Sector Subtotal</i>	\$38,859,237	52,566	\$739	

For Technical Colleges only, continuing education students are included in the FTE calculations.

Section 6

Entrance Requirements



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ENTRANCE REQUIREMENTS

The Commission on Higher Education (CHE) collects data on institutions' entrance requirements, preparation of entering freshmen, and developmental course offerings. Portions of these data are used in performance funding evaluations for Critical Success Factor 6, Entrance Requirements; 6A - SAT and ACT Scores of Entering Freshmen; 6B – High School Standing, Grade Point Averages (GPA), and Activities; 6C – Postsecondary, Non-academic Achievement of Student Body; and 6D – Priority on Enrolling In-state Students.

Data on SAT and ACT scores (Figure 6.1) and high school rank and GPA's (Figure 6.2) indicate a general increase in admission standards for research universities, and variable outcomes for four-year colleges and universities and two-year branches of USC.

Table 6.1 outlines the success of students in developmental courses. The research universities, however, do not offer these courses and the four-year colleges and universities have reduced or eliminated developmental courses entirely.

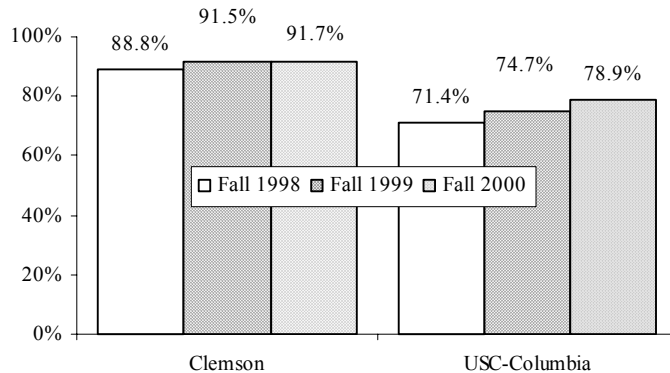
Act 255 of 1992, as amended, requires information to be reported on the “percent of graduate students who received undergraduate degrees at the institutions, within the State, within the United States, and from other nations.” This information can be found in Table 6.2, with two years of data shown.

Admission standards for South Carolina's public in-state institutions are addressed more thoroughly in Table 6.3 and Figures 6.3 and 6.4. The data excerpted here are from a report on admissions standards that is prepared annually by CHE's Division of Academic Affairs and can be accessed at www.che400.state.sc.us. A summary of the report is provided in the illustrations named above. The State Technical and Comprehensive Education System is currently updating its capability to track its graduates as they transfer to senior institutions. Their reports are anticipated for the January 2003 publication of “A Closer Look” and will include information on the success of students in developmental courses after some time of matriculation at a senior institution.

SAT and ACT Scores of Entering Freshmen

Performance Indicator 6A – SAT Scores of the Student Body measures the percent of first-time freshmen who meet or exceed Commission-approved target scores on the SAT or ACT. Math and verbal scores for the SAT and composite ACT scores for all first-time entering freshmen test takers including provisional students are considered. The data shown below are representative of SAT scores of 1000 and higher and ACT scores of 21 and higher. This measure is not applicable to MUSC or the Technical College Sector.

Figure 6.1 Source: CHEMIS Data

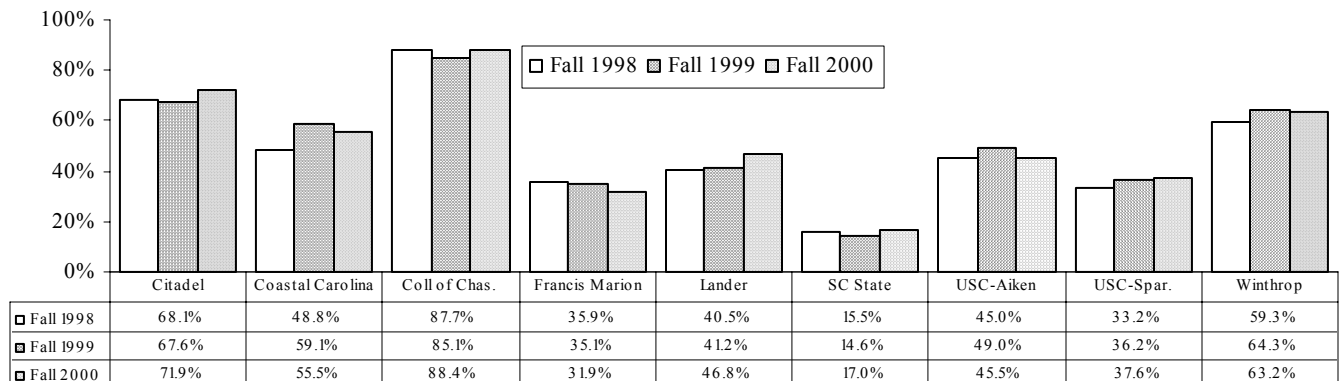


Research Universities Fall 1999 – Fall 2000

The data to the left display the percent of first-time freshmen with SAT scores of 1000 or higher *or* ACT scores of 21 or higher. For Fall 2000 data, an “Achieves” range of 60% to 74% applied. Above this range is scored as “Exceeds.” This measure is not applicable to MUSC.

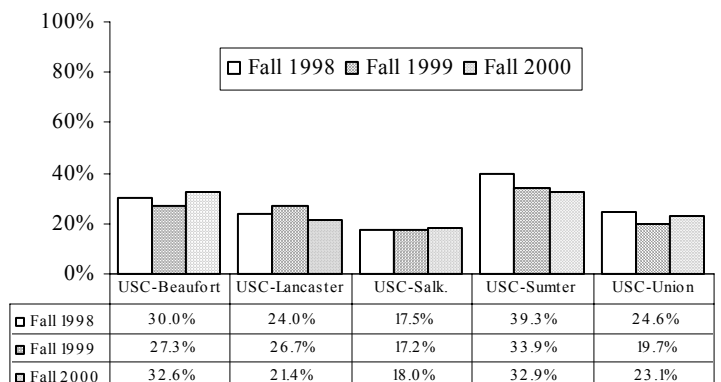
Four-Year Colleges and Universities, Fall 1998 – Fall 2000

The four-year teaching institutions are illustrated below with their percent of first-time freshmen scoring 1000 or higher on the SAT or 20 or higher on the ACT. For Fall 2000 data, an “Achieves” range of 30% to 59% applied. Above this range is scored as “Exceeds.”



Two-Year Institutions-Branches of USC Fall 1998 – Fall 2000

For the two-year campuses of USC, the percent of first-time entering freshmen scoring 1000 or higher on the SAT *or* 20 or higher on the ACT are displayed at right. For Fall 2000 data, an “Achieves” range of 15% to 29% applied. Above this range is scored as “Exceeds.”

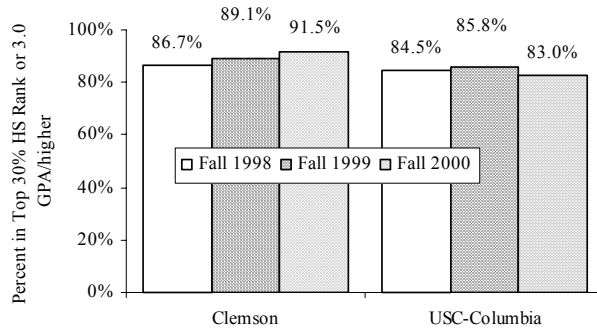


Achievement Before College

Performance Indicator 6B – High School Standing, Grade Point Averages, and Activities of the Student Body measures the percent of first-time entering freshmen who 1) have a high school rank in the top 30% of their senior class or 2) have a converted GPA of 3.0 or higher upon completion of their senior year. This measure is not applicable to MUSC or the Technical College Sector.

Figure 6.2 Source: CHEMIS Data

High School Standing, Grade Point Averages, and Activities of the Student Body

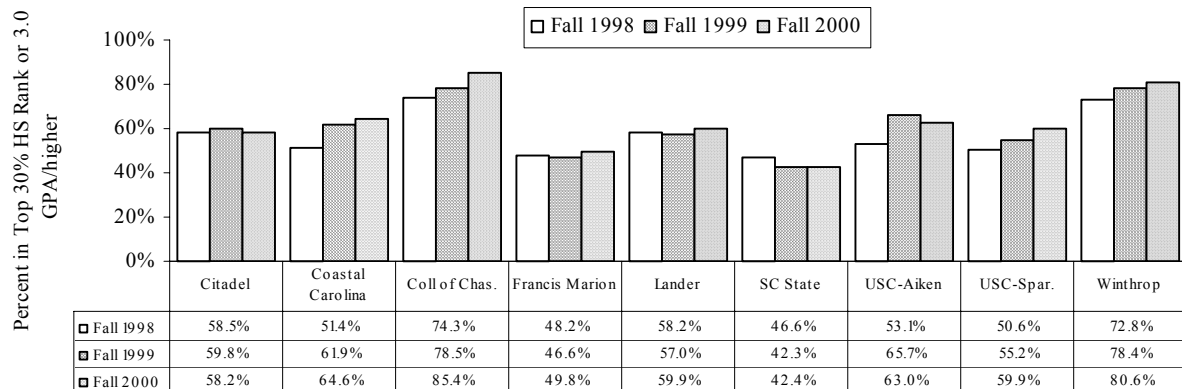


Research Universities Fall 1998 – Fall 2000

Data for the Research Universities displayed at right show the percent of first-time entering freshmen who ranked in the top 30% of their HS senior class or had a GPA of 3.0 or higher. This measure is not applicable to MUSC. The range for a score of “Achieves” is 75 – 89%.

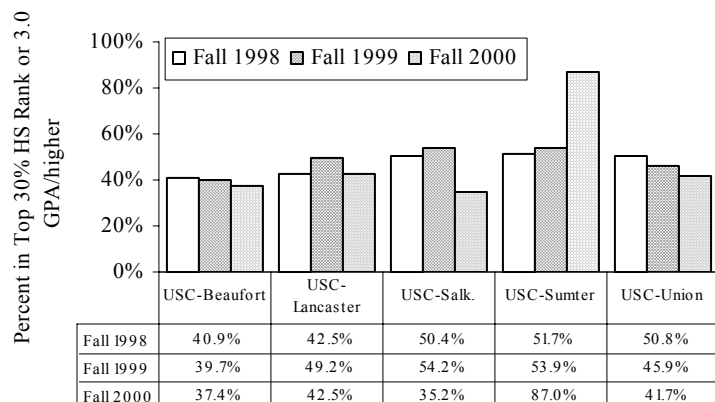
Four-Year Colleges and Universities, Fall 1998 – Fall 2000

Data for the nine four-year teaching institutions shown below represent the percent of first-time freshmen who ranked in the top 30% of their HS senior class or had a GPA of 3.0 or higher. The range for a score of “Achieves” is 50 – 64%.



Two-Year Institutions-Branches of USC, Fall 1998 – Fall 2000

Data for the two-year campuses of USC shown to the left display the percent of their first-time freshmen who ranked in the top 30% of their HS senior class OR had a 3.0 GPA or higher. The range for a score of “Achieves” is 335 – 49%.



Success of Students in Developmental Courses

Students are usually enrolled in developmental courses because they have been determined by the institution to lack certain skills that are needed for college level work. None of the research universities provide such courses. A shrinking number of public institutions offer from one to three courses in such areas as written composition, reading, and mathematics. These courses are being phased out in the four-year colleges and universities. During the period for which the data in this table were collected, several senior institutions contracted with a nearby technical college to offer some developmental courses. Students who complete such courses at technical colleges are not included in this report, although the Technical College Sector is preparing data to be shown next year.

Table 6.1 Source: Institutional IE Reports to CHE and CHEMIS Data

			INDIVIDUAL STUDENTS		COURSE REGISTRATION		
Institution	YEAR (Fall Term)	ENROLLMENT - Full Time, First-Time Freshmen (CHEMIS Data)	# Taking at least one dev. course	% Taking at least one dev. course	# Exiting all dev. courses	# Completing appropriate entry-level courses	% Completing appropriate entry-level courses
Four-Year Colleges & Universities							
Citadel		These 3 institutions have had no remedial courses in this time- frame					
Coastal Carolina							
Winthrop							
College of Charleston	1997	1,567	48	3%	45	42	93%
	1998	1,935	46	2%	39	35	90%
	1999	2,074	48	2%	31	30	97%
Francis Marion	1997	582	54	9%	48	36	75%
	1998	646	40	6%	33	28	85%
	1999	570	36	6%	34	24	71%
Lander	1997	433	32	7%	27	20	74%
	1998	487	72	15%	56	42	75%
	1999	N/A	N/A	N/A	N/A	N/A	N/A
SC State	1997	601	228	38%	253	210	83%
	1998	739	361	49%	375	319	85%
	1999	680	101	15%	97	93	96%
USC-Aiken	1997	342	3	1%	4	1	25%
	1998	N/A	N/A	N/A	N/A	N/A	N/A
	1999	N/A	N/A	N/A	N/A	N/A	N/A
USC-Spartanburg	1997	539	144	27%	111	63	58%
	1998	547	149	27%	100	69	69%
	1999	N/A	N/A	N/A	N/A	N/A	N/A

Sources of First-Time Degrees for Graduate Students

The following table summarizes the data on the sources of undergraduate degrees for first-time, degree-seeking graduates at the state's public institutions. Two years of data are shown in the table.

Table 6.2 **Source: CHEMIS Data**

Institution	Year	First-time, Degree- seeking Graduate Enrollment	Undergraduate Degrees Were Received From:									
			Reporting Institution		Other SC Institutions		Other U.S. Institutions		Non-U.S. Institutions		Unknown	
			#	%	#	%	#	%	#	%	#	%
Research Universities												
Clemson	Fall 99	874	238	27.2%	130	14.9%	248	28.4%	212	24.3%	46	5.3%
	Fall 00	744	178	23.9%	108	14.5%	193	25.9%	203	27.3%	62	8.3%
USC Columbia	Fall 99	970	2	0.2%	81	8.4%	735	75.8%	152	15.7%	0	0.0%
	Fall 00	1003	5	0.5%	85	8.5%	768	76.6%	145	14.5%	0	0.0%
MUSC	Fall 99	246	0	0.0%	138	56.1%	77	31.3%	2	0.8%	29	11.8%
	Fall 00	264	2	0.8%	145	54.9%	103	39.0%	11	4.2%	3	1.1%
Sector Totals	Fall 99	2,090	249	11.5%	349	16.7%	1,060	50.7%	366	17.5%	75	3.6%
	Fall 00	2,011	185	9.2%	338	16.8%	1064	52.9%	359	17.9%	65	3.2%
Four-Year Colleges & Universities												
Citadel	Fall 99	228	16	7.0%	90	39.5%	88	38.6%	0	0.0%	34	14.9%
	Fall 00	191	12	6.3%	82	42.9%	70	36.7%	0	0.0%	27	14.1%
Coastal Carolina	Fall 99	14	0	0.0%	4	28.6%	2	14.3%	0	0.0%	8	57.1%
	Fall 00	21	0	0.0%	10	47.6%	4	19.0%	0	0.0%	7	33.3%
Coll. Of Charleston	Fall 99	126	43	34.1%	29	23.0%	52	41.3%	2	1.6%	0	0.0%
		127	34	26.8%	58	45.7%	1	0.8%	0	0.0%	0	0.0%
Francis Marion	Fall 99	34	12	35.3%	13	38.2%	9	26.5%	0	0.0%	0	0.0%
	Fall 00	42	11	26.2%	16	38.1%	15	35.7%	0	0.0%	0	0.0%
Lander	Fall 99	12	7	58.3%	5	41.7%	0	0.0%	0	0.0%	0	0.0%
	Fall 00	20	11	55.0%	9	45.0%	0	0.0%	0	0.0%	0	0.0%
SC State	Fall 99	26	12	46.2%	6	23.1%	7	26.9%	0	0.0%	1	3.9%
	Fall 00	81	22	27.2%	22	27.2%	14	17.3%	0	0.0%	23	28.4%
USC-Aiken	Fall 99	11	1	9.1%	2	18.2%	8	72.7%	0	0.0%	0	0.0%
	Fall 00	7	0	0.0%	0	0.0%	7	100%	0	0.0%	0	0.0%
USC-Spartanburg	Fall 99	1	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%
	Fall 00	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Winthrop	Fall 99	204	70	34.3%	51	25.0%	73	35.8%	9	4.4%	1	0.5%
	Fall 00	231	69	29.9%	65	28.1%	86	37.2%	9	3.9%	3	1.1%
Sector Totals	Fall 99	656	161	24.5%	201	30.6%	239	36.4%	11	1.7%	44	6.7%
	Fall 00	720	159	22.1%	262	36.4%	197	24.4%	9	1.3%	60	8.3%

Admission Standards

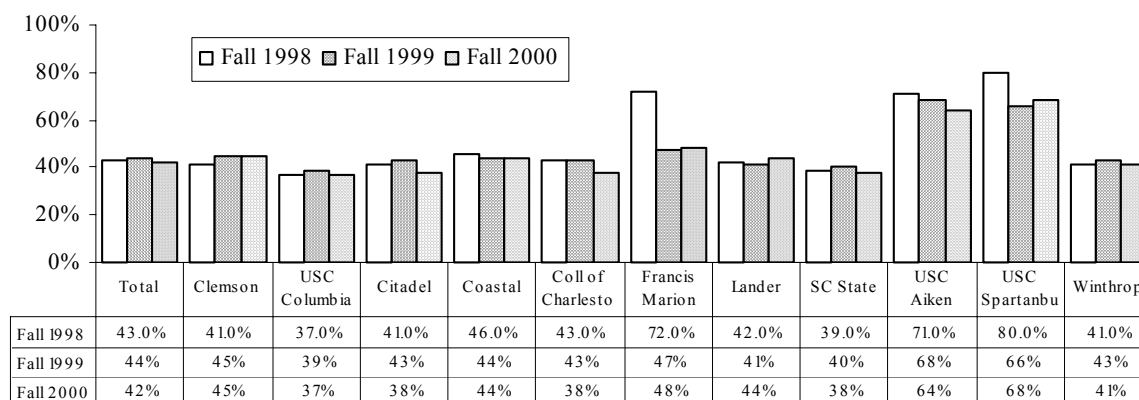
Annually, SC public institutions of higher education report to the Commission on Higher Education (CHE) on admission standards for first-time entering freshmen. The Division of Academic Affairs compiles a report, "Annual Report on Admission Standards for First-Time Entering Freshmen" based on information submitted from institutions. A copy of the full report can be found at <http://www.che400.state.sc.us> and then selecting the Division of Academic Affairs. Some of the data reported include high school course prerequisites for college admission taken by applicants, SAT/ACT scores of applicants, provisional admissions, and applications, acceptance and enrollment. Table 6.3 details the number and percent of students who applied for and were offered admission at each public senior institution. Over the three years shown, the number of applications to South Carolina's public senior institutions has shown a higher increase than the number of applicants offered admission. The overall percent offered admission shows a decline across the two years.

Table 6.3 Applications and Admission Offers, SC Senior Public Institutions, Fall 1998 to Fall 2000
Source: From CHE's "Annual Report on Admission Standards for First-time Entering Freshmen"

	Fall 2000			Fall 1999			Fall 1998		
	Applications Received	Number Offered Admission	Percent Offered Admission	Applications Received	Number Offered Admission	Percent Offered Admission	Applications Received	Number Offered Admission	Percent Offered Admission
Total for SC Senior Inst	45,160	29,922	66%	42,615	29,209	69%	41,844	29,121	70%
Research Institution To	20,431	13,587	67%	19,663	13,328	68%	20,017	13,987	70%
Clemson	10,472	6,685	64%	9,501	6,484	68%	9,359	6,458	69%
USC Columbia	9,959	6,902	69%	10,162	6,844	67%	10,658	7,529	71%
Four-Yr Colleges and									
Universities Total	24,729	16,335	66%	22,952	15,901	69%	21,827	15,134	69%
Citadel	1,804	1,449	80%	1,507	1,198	79%	1,473	1,191	81%
Coastal	2,533	1,813	72%	2,420	1,753	72%	2,426	1,912	79%
Coll of Charleston	7,953	5,321	67%	7,208	4,799	67%	6,966	4,551	65%
Francis Marion	1,632	1,257	77%	1,520	1,216	80%	1,486	908	61%
Lander	1,441	1,165	81%	1,438	1,227	85%	1,325	1,175	89%
SC State	3,720	1,487	40%	3,420	1,708	50%	3,147	1,894	60%
USC Aiken	1,321	846	64%	1,193	696	58%	1,094	756	69%
USC Spartanburg	1,356	834	62%	1,232	1,043	85%	1,259	728	58%
Winthrop	2,969	2,163	73%	3,014	2,261	75%	2,651	2,019	76%

Figure 6.3 Percent of Applicants Offered Admission who Subsequently Accepted and Enrolled, Fall 1998 to Fall 2000

Source: CHE's "Annual Report on Admission Standards for First-time Entering Freshmen"



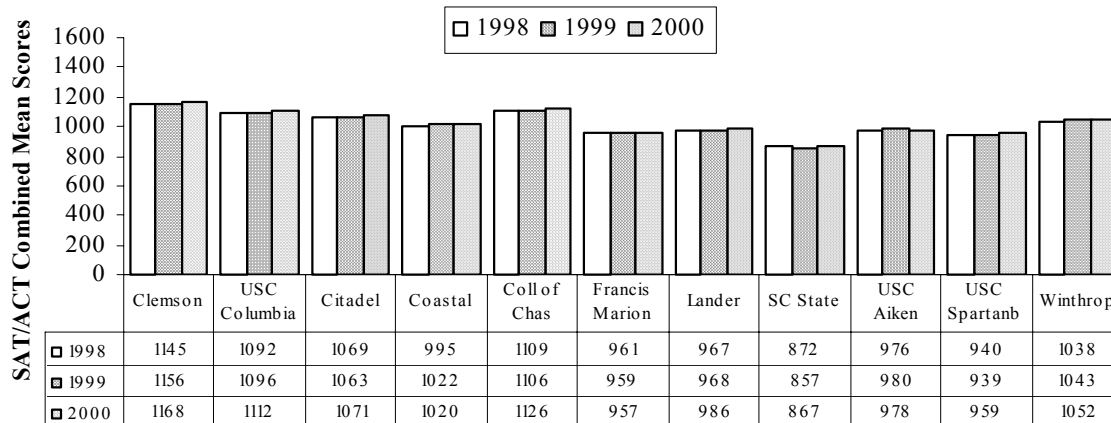
Admission Standards (cont.)

Figure 6.4 shows a comparison of the average SAT/ACT combined score of first-time entering freshmen for each institution for 1998, 1999, and 2000. In order to calculate the average, ACT scores are converted to SAT equivalents using the ACT/SAT Concordance tables. All entering freshmen including foreign, provisional and students over 22 years are included. Across South Carolina's 4- and 2-year institutions 14% of first-time entering freshmen in Fall 2000 reported ACT scores only. This is an increase over the 1999 number of less than 10%. The data in Figure 6.4 are reviewed annually by the CHE as part of its annual report on admission standards of first-time entering freshmen. As was also indicated in Figure 6.1, which detailed the percent of freshmen with scores greater than 1000 SAT and 21 ACT, the data shown here indicate that there have been variations among institutions in change in the combined SAT/ACT mean of all first-time entering freshmen for both the public senior institutions and the two-year campuses of USC over the past two years, with most institutions showing slight gains.

Figure 6.4 Average SAT/ACT Combined Scores of ALL First-Time Entering Freshmen

Source: From CHE's "Annual Report on Admission Standards for First-time Entering Freshmen"

Research and Teaching Universities

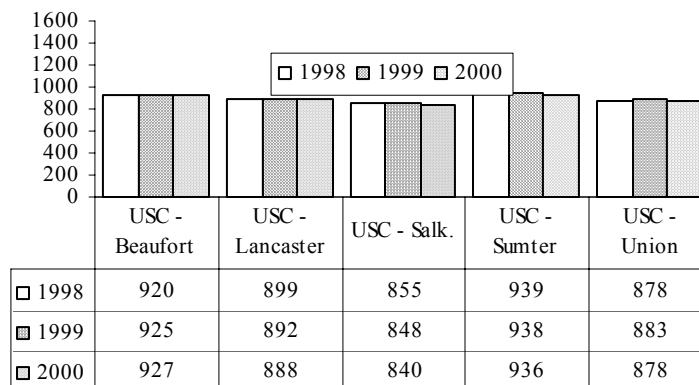


Research Sector Average for 1998 is 1118, 1999 is 1127, and 2000 is 1140.

Four-Year Colleges and Universities Sector Average for 1998 is 1013, 1999 is 1018, and 2000 is 1030.

Two-Year Regional Campuses of USC

Regional Campuses of USC Sector Average 1998 is 905, and 1999 is 905, and 2000 is 894.



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Section 7

Graduates' Achievements



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Graduates' Achievements

In the past several years, the Commission on Higher Education (CHE) has evaluated graduates' achievements based on graduation rates (Performance Indicator 7A), scores on licensure and professional examinations (Performance Indicators 3E2a, 3E2b, and 7D), and the average number of credit hours students take to complete their degree programs (Performance Indicator 7F). Additionally, the Commission has been working with the institutions to develop appropriate measures of employment rate and employer feedback (Performance Indicators 7B and 7C). Data for 7B and 7C are not available for Performance Year 5, as they have been defined as being on a three-year cycle.

Institutions also submit the results of alumni and placement surveys administered every two years to alumni who graduated three years previously, as required by Act 255 of 1992, as amended. In the 2000 edition of "A Closer Look...", the results of these surveys were presented as a printed appendix to the document. In this edition, summary tables for all institutions are included below and individual institution results can be accessed through the links to the institutions' Institutional Effectiveness Reports, which are found in Chapter 10.

Graduation rates for two-year institutions are substantially lower on average than for four-year institutions. Students at these institutions are more likely to stop out of school for periods of time, especially when the economy is good and jobs are available. In South Carolina over the last three years, graduation rates at the regional campuses of the University of South Carolina have shown a general upward trend..

For additional information on degrees awarded, undergraduate and graduate, in South Carolina, the reader is referred to the CHE's publication "Higher Education Statistical Abstract for South Carolina." A copy of the 2001 edition and several past years are available on-line by selecting "Publications" on the Commission's home page.

Graduation Rate – Four- and Two-Year Institutions (IPEDS Survey)

Graduation rates reflect the ability of institutions to attract, select, and retain students qualified to succeed in the institution's curriculum. Although graduation rates may reflect the quality of the institution and its students, other factors such as the number of students who move between full-time and part-time status, withdraw for personal or financial reasons, or transfer to other institutions also influence graduation rates. The information below is taken from a nationally-recognized standard federal form, the Integrated Postsecondary Education Data System (IPEDS) Graduation Rate Survey and includes first-time, full-time, degree-seeking students identified at enrollment. **First-time, full-time students** include undergraduates only who have entered college for the first time and are enrolled for at least 12 credit hours. The data below and on the following pages reflect students entering institutions during Fall 1994 for four-year institutions and Fall 1997 for two-year institutions. Performance Funding holds institutions accountable for the percent of entering degree-seeking freshmen who graduate within 150% of normal program time.

Table 7.1 Source: 2000 IPEDS Graduation Rate Survey

PUBLIC SENIOR INSTITUTIONS							
Number and Percent of First-Time, Full-Time, Degree-Seeking Freshmen Entering in Fall 1994 and Graduating within Four Years or Less, Five Years or Less, and Six Years or Less							
Institution	Fall 1994 Full-Time Cohort	Number Graduating W/In 4 Yrs.¹	Percent Graduating W/In 4 Yrs.¹	Number Graduating W/In 5 Yrs.¹	Percent Graduating W/In 5 Yrs.¹	Number Graduating W/In 6 Yrs.	% Graduating Within 6 Yrs. or W/In 150% of Normal Time ²
Research Universities							
Clemson	2,367					1,693	71.5%
USC Columbia	2,347					1,290	55.0%
Citadel	479					318	66.4%
Coastal Carolina	697					221	31.7%
Coll. of Chas.	1,616					853	52.8%
Francis Marion	790					272	34.4%
Lander	483					205	42.4%
SC State	603					283	46.9%
USC Aiken	360					122	33.9%
USC Spartanburg	387					114	29.5%
Winthrop	725					381	52.6%
GRAND TOTAL	10,854					5,752	53.0%

¹ This data is not available from IPEDS for the 1994 cohort

² Rate used for assessing institutional performance under Performance Funding Indicator 7A for the 2000-2001 performance year

TWO-YEAR INSTITUTIONS-BRANCHES OF USC

Number and Percent of First-Time, Full-Time, Degree-Seeking Freshmen
Entering in Fall 1997 and Graduating W/In Three Years
or 150% of Normal Time to Complete Program

Institution	Fall 1997 Full-Time Cohort	Number Graduating W/In 150%	Percent Graduating W/In 150% ¹
USC Beaufort	84	14	16.7%
USC Lancaster	167	51	30.5%
USC Salkehatchie	143	43	30.1%
USC Sumter	170	43	25.3%
USC Union	42	7	16.7%
Total	606	138	26.1%

¹ Rate used for assessing institutional performance under Performance Funding Indicator 7A for the 2000-2001 performance year

Graduation Rate – Four- and Two-Year Institutions (cont.)

State Technical and Comprehensive Education System

Number and Percent of First-Time, Full-Time, Degree-Seeking Freshmen

Entering in Fall 1997 and Graduating W/In Three Years or

150% of Normal Time to Complete Program

Institution	Fall 1997 Full-Time Cohort	Number Graduating W/In 3 Yrs. ¹	Percent Graduating W/In 3 Yrs. ¹	Number Graduating W/In 150%	Percent Graduating W/In 150% ²
Aiken	351			35	10.0%
Central Carolina	280			36	12.9%
Denmark	268			52	19.4%
Florence-Darlington	472			54	11.4%
Greenville	1,209			102	8.4%
Horry-Georgetown	497			85	17.1%
Midlands	1,144			105	9.2%
Northeastern	121			15	12.4%
Orangeburg-Calhoun	330			77	23.3%
Piedmont	369			66	17.9%
Spartanburg	491			108	22.0%
TCL	160			13	8.1%
Tri-County	457			87	19.0%
Trident	703			79	11.2%
Williamsburg	87			34	39.1%
York	478			53	11.1%
Total	7,421			1,001	13.5%

¹ This data is not available from IPEDS for the 1994 cohort

² Rate used for assessing institutional performance under Performance Funding Indicator 7A for the 1999-00 performance year.

Graduation Rate – Four- and Two-Year Institutions

For **Performance Funding Indicator 7A – Graduation Rates**, institutions are assessed based on the percent of first-time, full-time, degree-seeking undergraduate freshmen receiving degrees within 150% of normal time. Generally, 150% of normal program time is three years for a two-year degree and six years for a four-year degree. Shown below are data from the IPEDS rates highlighted in Table 7.1. The reader should note that Table 7.1 shows graduation results for students in cohorts entering in Fall 1992, 1993, and 1994 for four-year institutions and cohorts entering in Fall 1995, 1996, and 1997 for two-year institutions. As noted in Table 7.1, data for the 1994 and 1997 cohorts are comparable to the percents displayed for graduation within six years or 150% of normal time for the four-year institutions and within 150% of program time for the two-year institutions. This indicator is not applicable to MUSC.

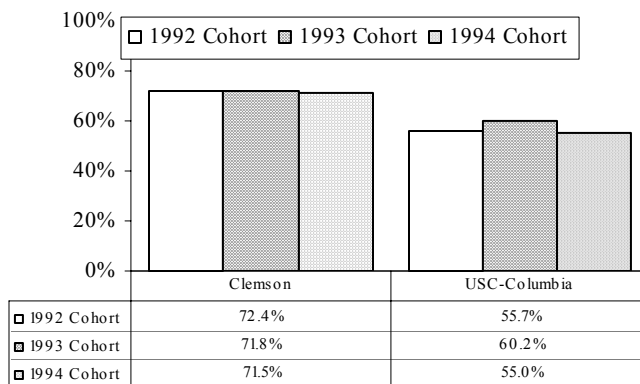
Figure 7.1 Source: CHEMIS Data

Research Universities

1992, 1993, and 1994 Cohorts

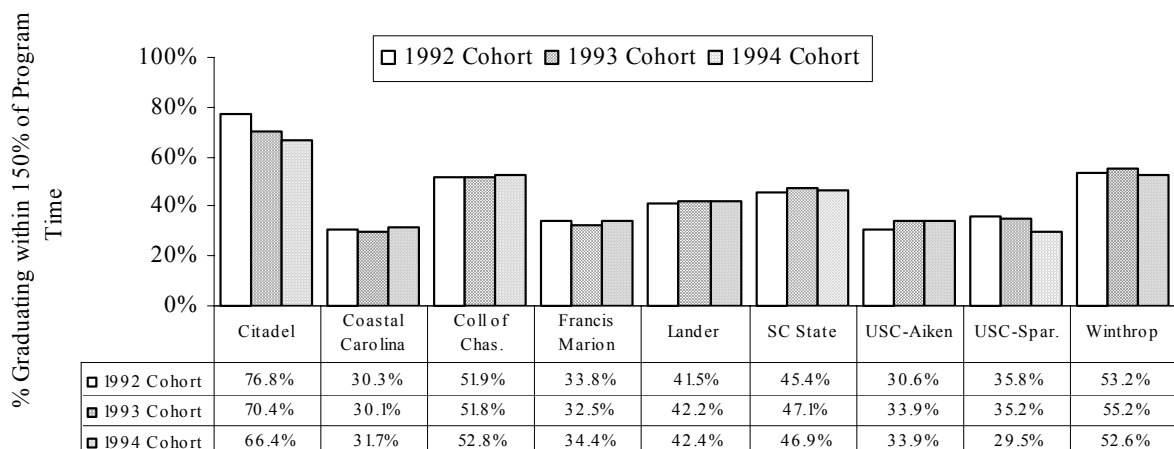
The figure displayed at left represents the percent of first-time, full-time, degree-seeking undergraduate freshmen who received degrees within 150% of program time. This measure is not applicable to MUSC. The range for an “Achieves” for the 1994 cohort was 64 to 67% for Clemson and 53 to 61% for USC. These ranges were based on national peer data for each.

% Graduating within 150% of Program Time



Four-Year Colleges and Universities – 1992, 1993, and 1994 Cohorts

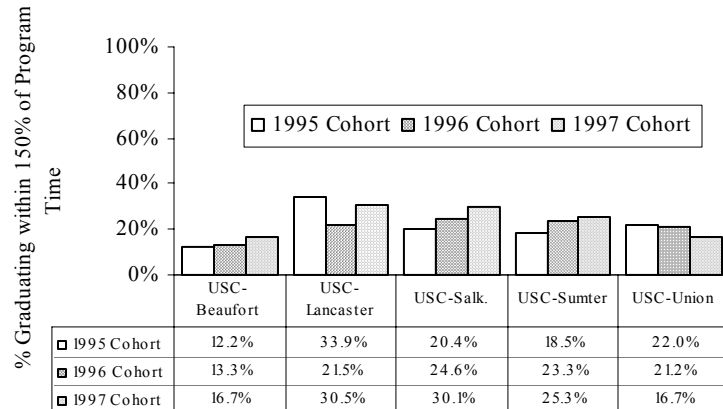
The figure below displays the percent of first-time, full-time, degree-seeking undergraduate freshmen receiving degrees at each four-year college and university within 150% of program time. The “Achieves” range for the 1994 cohort for these institutions was 36 to 40%. This range was based on data available from comparable four-year institutions.



Graduation Rate – Four- and Two-Year Institutions (cont.)

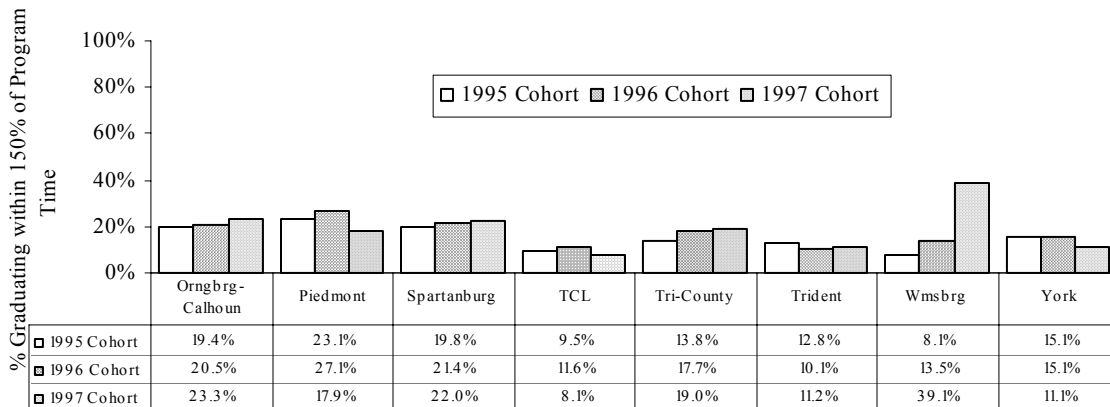
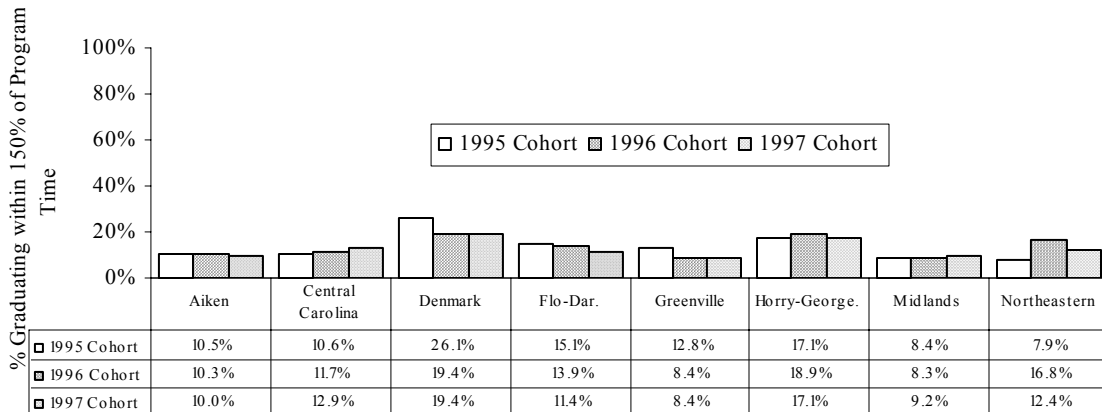
Two-Year Institutions-Branches of USC 1995, 1996, and 1997 Graduating Cohorts

The table at right displays those first-time, full-time, degree-seeking undergraduate freshmen who received degrees within 150% of program time. The “Achieves” range for the 1994 cohort for these institutions was 15 to 31%. This range was based on data available from comparable two-year institutions.



State Technical and Comprehensive Education System - 1995, 1996, and 1997 Cohorts

The figures below represent the percent of first-time, full-time degree-seeking undergraduate freshmen who received degrees within 150% of program time. The “Achieves” range for the 1994 cohort for these institutions was 10 to 24%. This range was based on data available from comparable two-year institutions.



Graduation Rate – Senior and Two-Year Institutions (Southern Regional Education Board)

Southern Regional Education Board States Compared to South Carolina

South Carolina is a member of the Southern Regional Education Board (SREB), which is comprised of 16 states in the southeast. The SREB collects data on an annual basis on various types of information from all member institutions and publishes it in their “SREB State Data Exchange.” The following table (7.2) on graduation rates is taken from the 2000 – 2001 publication.

Student Progression Rates – 1994 Cohort of Full-Time, First-Time Bachelor’s Seeking Undergraduates ¹

These data are used to calculate baccalaureate progression rates for four-year colleges and universities and progression rates for two-year colleges and postsecondary vocational-technical schools for students who complete degrees or certificates below the bachelor’s level. The baccalaureate progression rate differs from the “student right-to-know completion and graduation rate” for four-year colleges and universities in that it does not include completers in the initial cohort who complete other than a bachelor’s degree.

Table 7.2 **Source: 2000 - 2001 SREB State Data Exchange**

(THIS DATA IS NOT CURRENTLY AVAILABLE FROM SREB. IT WILL BE ADDED WHEN AVAILABLE)

All Public Four-Year Colleges and Universities

	% Completing a Bachelor's at Institution of Initial Enrollment W/in 150% of Normal Time	% Still Enrolled at Institution of Initial Enrollment	% Transferring Out within 150% of Normal Time Meeting Federal Documentation Standards
SREB States			
Alabama			
Arkansas			
Delaware			
Florida			
Georgia			
Kentucky			
Louisiana			
Maryland			
Mississippi			
North Carolina			
Oklahoma			
South Carolina			
Tennessee			
Texas			
Virginia			
West Virginia			

“~” Indicates data not available; the system for tracking transfers is still in development

¹ Members of the initial cohort who became deceased, totally and permanently disabled, left school to serve in the armed forces or a federal foreign aid service such as the Peace Corps, or who left school to serve on an official church mission are subtracted from the cohort before percentages are calculated. Members of the initial cohort who completed only an award below the baccalaureate level, those who completed a bachelor’s but not within 150 percent of normal time and those who did not earn any certificate or degree and are not still enrolled are not counted in the columns shown.

Graduation Rate – Senior and Two-Year Institutions - Southern Regional Education Board (cont.)

Student Progression Rates - 1996 Cohort of Full-Time, First-Time Bachelor's Seeking Undergraduates ¹

(THIS DATA IS NOT CURRENTLY AVAILABLE FROM SREB. IT WILL BE ADDED WHEN AVAILABLE)

Public Two Year Institutions			
SREB States	% Completing a Degree or Certificate less than Bachelor's or Equivalent Degree at Institution of Initial Enrollment W/in 150% of Normal Time	% Still Enrolled at Institution of Initial Enrollment	% Transferring Out within 150% of Normal Time Meeting Federal Documentation Standards
Alabama			
Arkansas			
Delaware			
Florida			
Georgia			
Kentucky			
Louisiana			
Maryland			
Mississippi			
North Carolina			
Oklahoma			
South Carolina			
Tennessee			
Texas			
Virginia			
West Virginia			

“~” Indicates data not available; the system for tracking transfers is still in development

¹ Members of the initial cohort who became deceased, totally and permanently disabled, left school to serve in the armed forces or the federal foreign aid service such as the Peace Corps, or who left school to serve on an official church mission are subtracted from the cohort before percentages are calculated. Members of the cohort who completed only an award but not within 150 percent of normal time and those who did not earn any certificate or degree and are not still enrolled are not counted in the columns show.

Student Performance on Professional Examinations

The following tables (7.3 and 7.5) summarize various professional examinations and graduates' performances. These examinations are designed to measure minimum knowledge necessary for licensing or to practice in the designated profession. Institutions are required to report data on first-time test takers (with the exception of the PRAXIS Series, which includes all test takers) for the set time period. The Commission on Higher Education (CHE) obtains comparable data (when available) on national and state pass rates for those exams. This data is displayed in Table 7.4. The following table lists data from each institution on individual exams taken between April 1 – March 31 of the years is reported. For **Performance Funding Indicator 7D – Scores of Graduates on Post-Undergraduate Professional, Graduate, or Employment-Related Examinations and Certification Tests**, data displayed in Table 7.3 are collapsed by CHE to provide annual overall passing average for institutions as shown in Table 7.5.

Student Performance on Professional Examinations by Exam by Year for SC's Public Institutions

The following table lists data from each institution on individual exams taken between April 1 – March 31 of the years reported. Exam data from the most recent three year period are included. Data for exams reported in timeframes not corresponding to the April-March period (e.g. "Jan-Jun 1997" or "ongoing during 1999 or 2000") were included as data reported from April to December of the year reported. Some historical information has been updated to reflect verified data.

Table 7.3 Source: Institutional IE Reports to CHE

Exams taken between April 1 and March 31 of year listed										
Exam Title	Institution	2000-2001			1999-2000			1998-99		
		#	#	%	#	#	%	#	#	%
		Tested	Passing	Passing	Tested	Passing	Passing	Tested	Passing	Passing
ACC National Certif. Exam. in Nurse Midwifery	MUSC	6	5	83.3%	8	8	100.0%	5	4	80.0%
Aircraft Maintenance - Airframe	Florence-Darlington							3	3	100.0%
	Greenville Tech				2	2	100.0%	4	4	100.0%
	Trident Tech	2	2	100%	3	3	100.0%	3	3	100.0%
Aircraft Maintenance - General	Florence-Darlington							3	3	100.0%
	Greenville Tech				3	3	100.0%	6	5	83.3%
	Trident Tech	1	1	100%	3	3	100.0%	4	4	100.0%
Aircraft Maintenance - Powerplant	Florence-Darlington							3	3	100.0%
	Greenville Tech				6	6	100.0%	10	10	100.0%
	Trident Tech	2	2	100%				5	5	100.0%
American Bd of Cardiovascular Perfusion Exam Part I	MUSC	8	8	100%	8	6	75.0%	6	5	83.3%
American Bd of Cardiovascular Perfusion Exam Part II	MUSC	9	9	100%	4	4	100.0%	5	5	100.0%

Exams taken between April 1 and March 31 of year listed

Exam Title	Institution	2000-2001			1999-2000			1998-99		
		# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
American Nurses Credentialing Center Nat'l Exam-Adult Nurse Practitioner	USC-Columbia				1	1	100.0%			
	MUSC	8	8	100%	2	2	100.0%	11	10	90.9%
American Nurses Credentialing Center Nat'l Exam-Family Nurse Practitioner	USC-Columbia	36	33	91.7%	18	17	94.4%			
	MUSC	26	25	96.2%				15	14	93.3%
American Nurses Credentialing Center Nat'l Exam-Acute Care Nurse Practitioner	USC-Columbia	10	9	90.0%						
American Nurses Credentialing Center Nat'l Exam – Pediatric Nurse Practitioner	MUSC	4	4	100%	1	1	100.0%			
Barbering	Denmark Tech	9	8	88.9%	9	9	100.0%	18	18	100.0%
Certification Exam. For Entry Level Respiratory Therapy Practitioners (CRTT)	Florence-Darlington	13	13	100%	5	5	100.0%	12	12	100.0%
	Greenville Tech	6	5	83.3%	1	1	100.0%	8	8	100.0%
	Midlands Tech	10	9	90%				23	21	91.3%
	Orangeburg- Calhoun	8	1	12.5%	1	0	0.0%	8	5	62.5%
	Piedmont Tech	6	6	100%	8	7	87.5%	13	13	100.0%
	Spartanburg Tech	11	4	36.4%	1	1	100.0%	12	8	66.7%
	Trident Tech	8	5	62.5%	3	3	100.0%	9	8	88.9%
Certified Dental Assistant <i>Due to reporting issues with the Dental Assistant National Board, Inc., these scores are not reported this year.</i>	Aiken Tech				1	1	100.0%	4	1	25.0%
	Florence-Darlington				13	9	69.2%	16	15	93.8%
	Greenville Tech				3	3	100.0%			
	Midlands Tech				13	8	61.5%	13	13	100.0%
	Spartanburg Tech				10	10	100.0%	5	5	100.0%
	Tri-County Tech				12	8	66.7%	3	3	100.0%
	Trident Tech				2	2	100.0%	1	1	100.0%
Certified Medical Assistant Exam.	Central Carolina	10	7	70.0%						
	Midlands Tech	5	2	40.0%	9	5	55.6%			
	Orangeburg- Calhoun	8	4	50.0%	12	3	25.0%	11	7	63.6%
	Spartanburg Tech	8	7	87.5%	5	5	100.0%			
	Trident Tech	12	12	100%	13	7	53.8%	23	17	73.9%

Exams taken between April 1 and March 31 of year listed

Exam Title	Institution	2000-2001			1999-2000			1998-99		
		# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
Certified Occupational Therapy Assistant (COTA)	Greenville Tech	19	16	84.2%	20	16	80.0%	20	20	100.0%
	Trident Tech	10	7	70.0%	21	20	95.2%	26	25	96.2%
Clinical Laboratory Scientist/Generalist, NCA	MUSC	12	12	100%	8	7	87.5%	9	9	100.0%
Clinical Laboratory Technician, NCA	Greenville Tech				1	1	100.0%			
	Spartanburg Tech							8	8	100.0%
	Trident Tech	14	13	92.9%	2	2	100.0%			
Cosmetology Examination	Denmark Tech	20	11	55%	10	4	40.0%	13	6	46.2%
	Florence-Darlington				3	2	66.7%			
	Tech Coll of Low Ctry	3	3	100%	8	6	75.0%	15	15	100.0%
	Trident Tech	5	5	100%	7	7	100.0%			
	Williamsburg Tech	8	8	100%						
Cosmetology Overall	Williamsburg Tech							9	1	11.1%
Cosmetology Practical	Williamsburg Tech							9	4	44.4%
Cosmetology State Law	Williamsburg Tech							9	6	66.7%
Cosmetology Theory	Williamsburg Tech							9	3	33.3%
Council on Certification of Nurse Anesthetists Exam.	USC-Columbia	14	12	85.7	9	9	100.0%			
	MUSC	13	13	100%	14	14	100.0%	14	14	100.0%
Emergency Medical Technician - NREMT Basic	Greenville Tech	17	15	88.2%	12	10	83.3%	12	9	75.0%
Emergency Medical Technician - NREMT Intermediate	Greenville Tech	17	14	82.4%	15	9	60.0%	19	12	63.2%
Emergency Medical Technician - NREMT Paramedic	Greenville Tech	10	8	80.0%	19	11	57.9%	13	4	30.8%
Medical Laboratory Technician, ASCP	Florence-Darlington	4	3	75.0%	3	3	100.0%	16	9	56.3%
	Greenville Tech	2	1	50.0%	7	5	71.4%	6	5	83.3%
	Midlands Tech	6	4	66.7%	6	4	66.7%	6	5	83.3%
	Orangeburg-Calhoun	5	4	80.0%	5	4	80.0%	6	6	100.0%
	Spartanburg Tech	4	4	100%	7	7	100.0%			
	Tri-County Tech	8	8	100%	13	11	84.6%	12	9	75.0%
	Trident Tech				10	10	100.0%	7	5	71.4%
	York Tech	10	9	90.0%	9	7	77.8%	12	10	83.3%
Medical Technologist, ASCP	MUSC	12	12	100%	8	7	87.5%	10	9	90.0%

Exams taken between April 1 and March 31 of year listed

Exam Title	Institution	2000-2001			1999-2000			1998-99		
		# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
Multi-State Pharmacy Jurisprudence Exam (MPJE)	USC-Columbia	69	65	94.2%	22	20	90.9%			
	MUSC	21	20	95.2%	25	23	92.0%			
National Board Dental Exam. Part I	MUSC	55	51	92.7%	54	50	92.6%	99	87	87.9%
National Board Dental Exam. Part II	MUSC	53	51	96.2%	51	46	90.2%			
National Bd for Dental Hygiene Exam.	Florence-Darlington	15	13	86.7%						
	Greenville Tech	64	54	84.4%	22	19	86.4%	38	23	60.5%
	Midlands Tech	57	54	94.7%	34	31	91.2%	19	19	100.0%
	Trident Tech	35	32	91.4%				15	15	100.0%
	York Tech	14	13	92.9%	18	17	94.4%			
National Council Licensure Exam.-Practical Nurse	Aiken Tech	14	14	100%	22	19	86.4%	22	19	86.4%
	Central Carolina	14	14	100%	15	14	93.3%	11	10	90.9%
	Florence-Darlington	9	9	100%	16	16	100.0%	20	20	100.0%
	Greenville Tech	49	44	89.6%	37	37	100.0%	43	39	90.7%
	Horry-Georgetown	21	21	100%	14	10	71.4%	20	18	90.0%
	Midlands Tech	47	46	97.9%	52	48	92.3%	41	41	100.0%
	Northeastern ¹	21	15	71.4%	9	7	77.8%	11	11	100.0%
	Orangeburg- Calhoun	21	20	95.2%	13	12	92.3%	19	19	100.0%
	Piedmont Tech	21	21	100%	23	23	100.0%	12	12	100.0%
	Spartanburg Tech	22	17	77.3%	19	13	68.4%	17	16	94.1%
	Tech Coll of Low Ctry	14	13	92.9%	23	21	91.3%	18	18	100.0%
	Tri-County Tech	15	15	100%	22	18	81.8%	20	18	90.0%
	Trident Tech	35	33	94.3%	40	37	92.5%	43	42	97.7%
National Council Licensure Exam.- Registered Nurse (BSN)	Clemson	67	59	88.1%	61	56	91.8%	105	88	83.8%
	USC-Columbia	96	78	81.3%	77	68	88.3%	81	73	90.1%
	MUSC	77	64	83.1%	83	73	88.0%	82	73	89.0%
	Lander	25	21	84.0%	35	28	80.0%	41	30	73.2%
	SC State	9	5	55.6%	1	0	0.0%	15	11	73.3%
	USC-Spartanburg	38	22	84.2%	87	71	81.6%	90	74	82.2%
National Council Licensure Exam.- Registered Nurse (ADN)	USC-Aiken	70	55	78.6%	60	51	85.0%	64	55	85.9%
	USC-Lancaster / York Tech ²	47	44	93.6%	25	24	96.0%	30	30	100.0%
	Central Carolina	32	31	96.9%	36	35	97.2%	38	34	89.5%
	Florence-Darlington	102	81	79.4%	74	64	86.5%	71	66	93.0%

Exams taken between April 1 and March 31 of year listed

Exam Title	Institution	2000-2001			1999-2000			1998-99		
		# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
	Greenville Tech	87	76	87.4%	112	96	85.7%	110	83	75.5%
	Horry-Georgetown	36	34	94.4%	46	43	93.5%	35	34	97.1%
	Midlands Tech	117	102	87.2%	126	111	88.1%	113	106	93.8%
	Orangeburg-Calhoun	35	30	85.7%	40	39	97.5%	41	40	97.6%
	Piedmont Tech	43	41	95.3%	43	41	95.3%	37	36	97.3%
	Tech Coll of Low Ctry	28	25	89.3%	28	24	85.7%	27	26	96.3%
	Tri-County Tech	50	46	92.0%	34	32	94.1%	46	42	91.3%
	Trident Tech	80	78	97.5%	130	119	91.5%	85	76	89.4%
	York Tech	28	27	96.4%						
National Physical Therapist Licensing Exam. (PT)	MUSC	94	80	85.1%	8	6	75.0%	47	39	83.0%
National Physical Therapist Assistant Exam (PTA)	Greenville Tech	30	24	80.0%	16	13	81.3%			
	Midlands Tech	10	10	100%	18	13	72.2%	8	8	100.0%
	Trident Tech	26	21	80.8%	24	20	83.3%	28	22	78.6%
Neonatal Nurse Practitioner Exam.	MUSC	6	6	100%	3	2	66.7%	12	12	100.0%
North American Pharmacist Licensure Exam. (NAPLEX)	USC-Columbia	35	34	97.1%	24	24	100.0%	41	37	90.2%
	MUSC	12	11	91.7%	49	47	95.9%	42	40	95.2%
Nuclear Medicine Technology, ARRT	Midlands Tech				7	7	100.0%	2	2	100.0%
Nuclear Medicine Technology Certification Board Exam.	Midlands Tech	6	5	83.3%	5	4	80.0%	3	3	100.0%
Occupational Therapy, Registered (OTR)	MUSC	38	35	92.1%				35	35	100.0%
Physician Assistant National Certifying Exam.	MUSC	36	36	100%	28	26	92.9%	28	26	92.9%
PRAXIS Series II: Core Battery Professional Knowledge	Clemson				215	212	98.6%	335	333	99.4%
<i>This test was replaced in 2000-2001 by grade-level Professional Learning and Teaching (PLT) Exams listed below.</i>	USC-Columbia				48	48	100.0%	210	208	99.0%
	Citadel				29	26	89.7%	58	57	98.3%
	Coastal Carolina				9	9	100.0%	96	94	97.9%
	Coll. of Charleston				63	62	98.4%	156	155	99.4%
	Francis Marion				27	27	100.0%	32	30	93.8%
	Lander				23	22	95.7%	67	65	97.0%

Exams taken between April 1 and March 31 of year listed

Exam Title	Institution	2000-2001			1999-2000			1998-99		
		#	#	%	#	#	%	#	#	%
		Tested	Passing	Passing	Tested	Passing	Passing	Tested	Passing	Passing
	SC State				32	31	96.9%	60	60	100.0%
	USC-Aiken				25	24	96.0%	97	96	99.0%
	USC-Spartanburg				67	67	100.0%	82	81	98.8%
	Winthrop				167	152	91.0%	151	150	99.3%
Praxis Series II: Principles of Learning & Teaching (K-6)	Clemson	11	10	90.9%	1	1	100.0%			
	USC-Columbia	111	103	92.8%	69	63	91.3%			
These scores will not be used for performance.	Coastal Carolina	16	12	75.0%	30	23	76.7%			
	Coll. of Charleston	44	41	93.2%	2	2	100.0%			
funding scoring in Year 6	Lander	10	6	60.0%	12	7	58.3%			
	USC-Aiken	6	3	50.0%	12	12	100.0%			
	USC-Spartanburg	42	38	90.5%	6	5	83.3%			
Praxis Series II: Principles of Learning & Teaching (5-9)	USC-Columbia	5	3	60.0%	5	4	80.0%			
These scores will not be used for performance.	Coastal Carolina	1	0	0.0%	1	0	0.0%			
	Coll. of Charleston	4	3	75.0%	6	6	100.0%			
funding scoring in Year 6	Lander	1	1	100%	3	1	33.3%			
	USC-Aiken				2	2	100.0%			
	USC-Spartanburg	1	0	0.0%						
Praxis Series II: Principles of Learning & Teaching (7-12)	Clemson	7	7	100%	2	2	100.0%			
These scores will not be used for performance.	USC-Columbia	84	67	79.8%	53	50	94.3%			
	The Citadel	4	3%	75.0%						
funding scoring in Year 6	Coastal Carolina	7	5	71.4%						
	Coll. Of Charleston	5	4	80.0%						
	Francis Marion	2	1	50.0%						
	Lander	8	7	87.5%	8	4	50.0%			
	USC-Aiken	18	16	88.9%	3	3	100.0%			
	USC-Spartanburg				3	3	100.0%			
	Winthrop	63	49	77.8%						
PRAXIS Series II: Subject Assessment/Specialty Area Tests	Clemson	450	404	89.8%	279	238	85.3%	464	398	85.8%
	USC-Columbia	409	394	96.3%	428	408	95.3%	383	353	92.2%
	Citadel	116	96	83.5%	106	85	80.2%	163	141	86.5%
	Coastal Carolina	75	60	80%	75	59	78.7%	98	89	90.8%
	Coll. of Charleston	343	304	88.6%	193	170	88.1%	177	148	83.6%
	Francis Marion	122	93	76.2%	128	97	75.8%	56	45	80.4%

Exams taken between April 1 and March 31 of year listed

Exam Title	Institution	2000-2001			1999-2000			1998-99		
		# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
PRAXIS- Specialty Area (Speech-Language Path.)	Lander	52	40	76.9%	99	89	89.9%	90	81	90.0%
	SC State	128	121	94.5%	54	47	87.0%	87	67	77.0%
	USC-Aiken	89	79	88.8%	81	73	90.1%	65	61	93.8%
	USC-Spartanburg	168	125	74.4%	109	97	89.0%	95	80	84.2%
	Winthrop	185	180	92.3%	293	262	89.4%	218	196	89.9%
	MUSC	14	14	100%						
Radiography Exam., ARRT	Florence-Darlington	10	10	100%	10	10	100.0%	15	15	100.0%
	Greenville Tech	17	15	88.2%	13	13	100.0%	12	12	100.0%
	Horry-Georgetown	9	7	77.8%	10	8	80.0%	10	6	60.0%
	Midlands Tech	13	13	100%	11	11	100.0%	8	8	100.0%
	Orangeburg-Calhoun	9	8	88.9%	10	8	80.0%	7	7	100.0%
	Piedmont Tech	5	5	100%	9	8	88.9%	11	10	90.9%
	Spartanburg Tech	7	7	100%	10	10	100.0%	9	9	100.0%
	Trident Tech							19	17	89.5%
	York Tech	8	8	100%	7	7	100.0%	7	7	100.0%
Registered Health Information Technician (Formerly Accredited Record Technician (ART))	Florence-Darlington	10	3	30%	10	3	30.0%	9	7	77.8%
	Greenville Tech	9	6	66.7%	5	4	80.0%	10	8	80.0%
	Midlands Tech	13	13	100%	10	10	100.0%	10	10	100.0%
Registry Exam. For Advanced Respiratory Therapy Practitioners (RRT) - Clinical Simulation (previously known as "Respiratory Care Adv.- Clinical Simulation")	Florence-Darlington	14	14	100%	13	4	30.8%			
	Greenville Tech	2	1	50.0%	16	10	62.5%	11	10	90.9%
	Midlands Tech	1	1	100%	7	5	71.4%	14	12	85.7%
	Piedmont Tech				8	5	62.5%	7	5	71.4%
	Spartanburg Tech	1	1	100%	8	6	75.0%	5	2	40.0%
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) - Written Registry	Florence-Darlington				11	10	90.9%			
	Greenville Tech	1	1	100%	16	11	68.8%	12	12	100.0%
	Midlands Tech	3	3	100%	7	6	85.7%	14	14	100.0%
	Piedmont Tech				8	5	62.5%			

Exams taken between April 1 and March 31 of year listed										
Exam Title	Institution	2000-2001			1999-2000			1998-99		
		#	#	%	#	#	%	#	#	%
		Tested	Passing	Passing	Tested	Passing	Passing	Tested	Passing	Passing
South Carolina Board of Law Examination Specialist in Cytotechnology SRTA Regional Exam. for Dental Hygienists	Spartanburg Tech				8	8	100.0%	5	3	60.0%
	USC-Columbia	231	196	84.8%	219	170	77.6%	230	201	87.4%
	MUSC	5	5	100%	4	3	75.0%	3	3	100.0%
	Florence-Darlington	10	9	90.0%	12	11	91.7%			
	Greenville Tech	41	41	100%	19	19	100.0%	18	16	88.9%
	Midlands Tech	29	28	96.6%	20	20	100.0%			
	Trident Tech				13	13	100.0%	13	12	92.3%
	York Tech	7	6	85.7%	2	0	0.0%	12	12	100.0%
	MUSC	61	49	80.3%	50	47	94.0%	40	39	97.5%
	Florence-Darlington	5	4	80.0%	1	1	100.0%			
State Board Dental Exam-SRTA Exam State Board Exam. for Dental Hygiene - SC Bd of Dentistry	Greenville Tech									
	Midlands Tech				6	6	100.0%	17	17	100.0%
	York Tech				15	15	100.0%			
	Central Carolina Tech	4	3	75.0%	4	3	75.0%			
	Florence-Darlington	10	10	100%	8	8	100.0%	9	9	100.0%
	Greenville Tech	8	7	87.5%	3	3	100.0%	5	4	80.0%
	Midlands Tech	10	8	80.0%						
	Piedmont Tech				3	0	0.0%			
	Spartanburg Tech	10	9	90.0%	8	8	100.0%	10	10	100.0%
	Tri-County Tech	11	5	45.5%	7	6	85.7%	12	12	100.0%
US Medical Licensing Exam. - Step I	USC-Columbia	72	68	94.4%	71	64	90.1%	74	70	94.6%
	MUSC	132	119	90.2%	145	127	87.6%	136	123	90.4%
US Medical Licensing Exam. - Step II	USC-Columbia	71	70	98.6%	71	67	94.4%	69	66	95.7%
	MUSC	137	125	91.2%	138	126	91.3%	123	113	91.9%
Veterinary Technician National Examination	Tri-County Tech	13	12	92.3%	10	9	90.0%	16	14	87.5%

¹ Northeastern Technical College was formerly Chesterfield-Marlboro Technical College

² Joint nursing program with USC Lancaster and York Tech

National and South Carolina Pass Rates on Professional Examinations

The following table lists national and South Carolina pass rates of graduates and/or prospective graduates on professional and certification examinations. Data reported are generally derived from the same time frame as requested from the institutions – April 1 – March 31 – and have been compiled from agency reports to the CHE. For data that may have crossed over the April – March reporting period or for a change in exam title, a footnote is provided at the end of the table. Calendar year reports that do not correspond to the April – March timeframe are included in the April – December time period for the appropriate year (e.g. Jan.- June 1997 summary data are included in 1997-98 data). Some agencies do not maintain national or state pass rates and thus cannot report them to the CHE. In these cases, “NA” is listed. An empty space is left when an agency did not respond to CHE requests by the printing of this report. Each exam listed has been reported by state institutions at least once in the past. Some historical information has been updated to reflect verified data.

Table 7.4 **Source: Examination agencies' reports to CHE**

Empty spaces indicate that no information was reported

NA Indicates that pass rates are not available from reporting agency

Exam Title	2000-2001		1999-2000		1998-99	
	National	SC	National	SC	National	SC
ACC National Certification Exam. In Nurse Midwifery	91%	83%	96%	100%	87%	85%
Accredited Record Technician					80%	NA
Aircraft Maintenance-Airframe	93%	93%	94%	100%	93%	92%
Aircraft Maintenance-General	92%	96%	94%	100%	92%	92%
Aircraft Maintenance-Powerplant	93%	91%	94%	100%	92%	97%
American Bd. of Cardiovascular Perfusion Exam - Part I (PBSE)	65%	100%	61%	75%	73%	83%
American Bd. of Cardiovascular Perfusion Exam - Part II (CAPE)	86%	100%	83%	100%	76%	100%
American Nurses Credentialing Center National Exam - Adult Nurse Practitioner			86%	100%	80%	NA
American Nurses Credentialing Center National Exam - Family Nurse Practitioner			88%	94%	81%	NA
Barbering	63%	41%	42%	100%	42%	26%
Certification Exam. for Entry Level Respiratory Therapy Practitioners (CRTT)	0%	0%	56%	90%	66%	NA
Certified Dental Assistant	65%	88%	64%	76%	66%	62%
Certified Medical Assistant Exam.	0%	0%	61%	51%	68%	55%
Certified Occupational Therapist Assistant (COTA)			88%	95%	95%	NA
Clinical Laboratory Scientist/Generalist, NCA (previously known "Medical Technology, NCA")					82%	NA
Clinical Laboratory Technician, NCA					79%	NA
Cosmetology Examination (1)	72%	66%		68%	see below	51%
Practical Portion					88%	
Written Portion					64%	
Council on Certification of Nurse Anesthetists Exam. (2)				100%	91%	NA
Emergency Medical Technician - NREMT Basic	69%	70%	73%	83%	76%	100%
Emergency Medical Technician - NREMT Intermediate	65%	56%	66%	60%	65%	73%
Emergency Medical Technician - NREMT Paramedic	72%	60%	76%	58%	72%	55%
Family Nurse Practitioner AANP			88%	94%		
Medical Laboratory Technician ASCP	0%	0%	76%	85%	79%	NA
National Board Dental Exam. Part I			93%	93%	91%	NA
National Board Dental Exam. Part II			94%	90%	90%	NA
National Board for Dental Hygiene Exam.			94%	90%	92%	NA

Exam Title	2000-2001		1999-2000		1998-99	
(#) See explanatory note below table	National	SC	National	SC	National	SC
National Council Licensure Exam - Practical Nurse	85%	93%	86%	90%	87%	95%
National Council Licensure Exam - Registered Nurse	84%	87%	85%	89%	84%	88%
National Physical Therapist Licensing Exam. (PT)	92%	90%	78%	75%	80%	96%
National Physical Therapist Licensing Exam. (PT Asst.)	74%	22%	71%	79%	77%	83%
Neonatal Nurse Practitioner Exam (2)			87%	67%	72%	100%
North American Pharmacist Licensure Exam	0%	0%	93%	97%	94%	93% (3)
Nuclear Medicine Technology ARRT	90%	0%	93%	80%	90%	100%
Nuclear Medicine Technology Certification Bd. Exam.				100%	93%	100%
Nurse Aid Competency Evaluation Program-Manual (4)					94%	90%
Nurse Aid Competency Evaluation Program-Written (4)					79%	70%
Occupational Therapy, Registered (OTR)				95%	95%	NA
Pharmacy State Law Exam			93%	97%	NA	98.6% (3)
Physician Assistant National Certifying Exam. (PANCE)	92%	100%	82%	93%		
Praxis Series II: Subject Assessment/Specialty Area Tests		88%		81%		
Radiation Therapy					82%	100%
Radiography Exam ARRT	88%	88%		94%	90%	93%
Registered Record Administrator			72%	68%		
Registry Exam. For Entry Respiratory Therapy Practitioners (CRTT)			56%	89%		NA
Registry Exam. For Advanced Respiratory Therapy Practitioners (RRT) - Clinical Simulation			50%	58%	54%	NA
Registry Exam. For Advanced Respiratory Therapy Practitioners (RRT) - Written Registry			78%	80%	77%	NA
SRTA Regional Exam. for Dental Hygienists			94%	95%	95% (5)	95% (3)
South Carolina Board of Law Examination	N/A	80%	N/A	78%	NA	78% (3)
Specialist in Cytotechnology	0%	0%	81%	75%	90%	NA
State Board Dental Exam.-SRTA Exam. (previously known "SC Board of Dentistry")			94%	95%	80% (5)	79% (3)
State Board Exam. For Dental Hygienists-SC Bd of Dentistry			73%	94%	NA	95%
Surgical Technologist National Certifying Exam			75%	85%	77%	NA
Surgical Technology - CST/CFA						
US Medical Licensing Exam. - Step I			93%	90%	95%	NA
US Medical Licensing Exam. - Step II			95%	91%	95%	NA
US Medical Licensing Exam. - Step III					95%	NA
Veterinary Technician National Exam (6)			83%	90%	88%	NA
Veterinary Technician State Exam (Rules & Regulations)			N/A	100%	NA	100%

Explanatory Notes

- (1) 1998-99 National % includes only Written & Practical portions, reporting agency
- (2) Contains data from 1998 that falls outside reporting period
- (3) Rate contains examinees trained in programs other than in SC
- (4) This exam newly-reported as of 1998-99

Overall Percentage of Students Passing Professional Examinations

Performance Funding Indicator 7D – Scores of Graduates on Post-Undergraduate Professional, Graduate, or Employment-Related Examinations and Certification Tests,

Indicator 7D, Scores of Graduates on Post-Undergraduate Professional, Graduate, or Employment-Related Examinations and Certification Tests, measures the overall percentage of students at an institution taking certification examinations who pass the examinations. The data are taken from the individual tests as reported by each institution and displayed in Table 7.3. Because of the wide variety in the number of students, programs and examinations across institutions as evident in Table 7.3, the reader is cautioned against making direct comparisons of the overall percentage passing across institutions.

Some historical information has been updated to reflect verified data. This chart does not include results from the PRAXIS PLT exams or from the DANBE.

Table 7.5 - Percentage taking certification examinations who pass the examinations.

Source: Institutional Effectiveness Reports

	Percent Passing Examinations taken from April 1 to March 31				Percent Change		
	1997-98	1998-99	1999-00	2000-01	1998-99 to 1999-00	1999-00 to 2000-01	From 1997-98 to 2000-01
Clemson	90.6%	90.6%	91.2%	89.6%	0.7%	-1.6%	-1.0%
USC Columbia	91.6%	92.6%	90.9%	91.9%	-1.8%	1.0%	0.3%
MUSC	91.9%	91.8%	90.4%	90.8%	-1.5%	0.4%	-1.1%
Citadel	85.6%	88.1%	82.2%	83.5%	-6.7%	1.3%	-2.1%
Coastal Carolin	95.8%	94.3%	79.1%	80.0%	-16.1%	0.9%	-15.8%
College of Cha	89.5%	91.0%	90.9%	88.6%	-0.1%	-2.3%	-0.9%
Francis Marion	93.6%	85.2%	80.0%	76.2%	-6.1%	-3.8%	-17.4%
Lander	93.3%	88.9%	83.9%	79.2%	-5.6%	-4.7%	-14.1%
SC State	82.2%	86.4%	89.7%	92.0%	3.8%	2.3%	9.8%
USC Aiken	93.2%	93.8%	90.2%	84.3%	-3.8%	-5.9%	-8.9%
USC Spartanbu	92.0%	88.0%	89.3%	79.4%	1.5%	-9.9%	-12.6%
Winthrop	92.1%	93.8%	90.0%	92.3%	-4.1%	2.3%	0.2%
USC Beaufort	N/A	N/A	N/A		N/A	N/A	N/A
USC Lancaster	100.0%	100.0%	96.0%	96.4%	-4.0%	0.4%	-3.6%
USC Salkehatche	N/A	N/A	N/A		N/A	N/A	N/A
USC Sumter	N/A	N/A	N/A		N/A	N/A	N/A
USC Union	N/A	N/A	N/A		N/A	N/A	N/A
Aiken	100.0%	76.9%	86.4%	100.0%	12.4%	13.6%	0.0%
Central Carolin	98.0%	89.8%	94.5%	91.7%	5.2%	-2.8%	-6.3%
Denmark	90.5%	77.4%	68.4%	88.9%	-11.6%	20.5%	-1.6%
Florence-Darlit	97.5%	91.5%	81.6%	84.0%	-10.8%	2.4%	-13.5%
Greenville	87.9%	79.9%	83.9%	86.5%	5.0%	2.6%	-1.4%
Horry-Georget	92.5%	89.2%	87.1%	93.9%	-2.4%	6.8%	1.4%
Midlands	92.0%	95.9%	87.3%	91.1%	-9.0%	3.8%	-0.9%
Northeastern	83.3%	100.0%	77.8%	71.4%	-22.2%	-6.4%	-11.9%
Orangeburg-C	89.7%	92.6%	81.5%	77.9%	-12.0%	-3.6%	-11.8%
Piedmont	92.5%	95.0%	87.3%	97.3%	-8.1%	10.0%	4.8%
Spartanburg	86.5%	85.9%	89.5%	77.8%	4.2%	-11.7%	-8.7%
Tech Coll. of L	94.7%	98.3%	86.4%	91.1%	-12.1%	4.7%	-3.6%
Tri-County	92.6%	89.9%	85.7%	88.7%	-4.7%	3.0%	-3.9%
Trident	88.7%	90.0%	90.8%	91.7%	0.9%	0.9%	3.0%
Williamsburg	100.0%	38.9%	N/A	100.0%	N/A	N/A	0.0%
York	96.9%	96.7%	92.1%	94.0%	-4.8%	1.9%	-2.9%

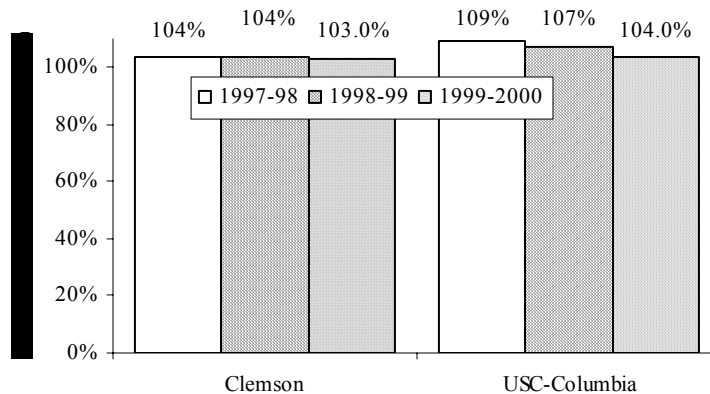
Credit Hours Earned of Graduates

Performance Funding Indicator 7F – Credit Hours Earned of Graduates measures institutions on the average total number of credit hours earned by their graduates as compared to the average total number of credit hours required for program completion. Graduates included for consideration are those who entered the institution as first-time, full-time freshmen and exclude students transferring into the institution. **Total hours required** includes the program hours required to graduate as defined in the institution's catalogue. **Total hours earned** includes all hours earned upon award of the degree, excluding college credits earned while in high school. These data also include courses taken by students that are not required in their program of study. MUSC, Two-Year Institutions-Branches of USC, and Technical College sector are not included in this measure. For this indicator, 100% indicates that credit hours earned by graduates equaled credit hours required. As noted in the figures, most graduates do not substantially exceed requirements. For the past three years, 110% has not been exceeded.

Figure 7.2 Source: CHEMIS Data

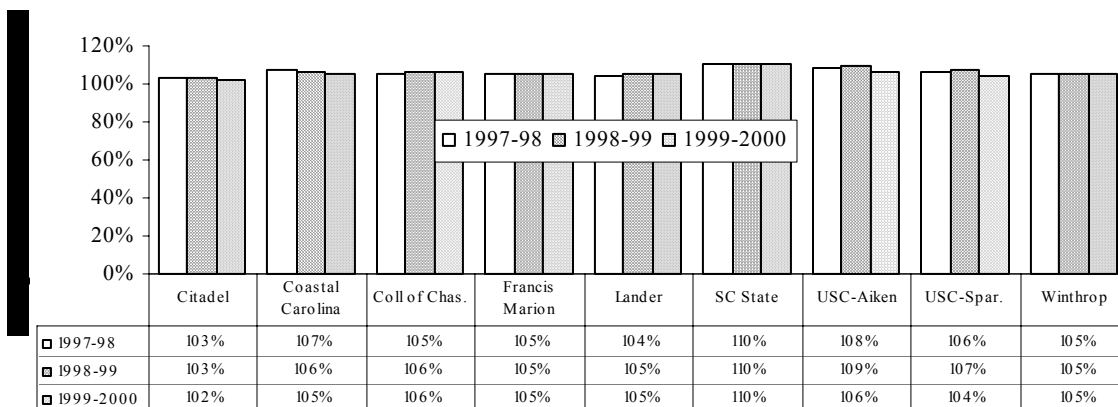
Research Universities Academic Years 1997-98 to 1999-00

Percent of credit hours earned to credit hours required of graduates is shown for the research universities over the last three years. This is not applicable to MUSC. This indicator has an "Achieves" range of 106% to 110%. Scores below this range score "Exceeds."



Four-Year Colleges and Universities, Academic Years 1996-97 to 1998-99

Percent of credit hours earned to credit hours required of graduates is shown for each of the four-year teaching institutions. This indicator has an "Achieves" range of 106% to 100%. Scores below this range score "Exceeds."



Graduates' Achievements - Placement Data on Graduates

The following table summarizes placement data on graduates from public, senior institutions. These institutions of higher learning are required to report placement data on graduates and most institutions include these data as part of their alumni follow-up survey reports. The responses here are derived from graduates of three years prior to the reporting year (i.e. 1995-96 graduates). The responses are taken directly from the alumni survey at each institution. The standard survey contains five questions, all of which are provided below. The institutions were asked to report on the number of responses received on each question, but only the percentages of the total responses are shown below. Since programs at the two-year campuses of USC are intended primarily to prepare students for continuing their baccalaureate studies, placement data have not been collected for those institutions. The data shown here should provide an overview of what graduates from South Carolina's public, senior institutions are doing upon their commencement.

Table 7.6 - Graduates' Achievements - Placement Data on Graduates

Source: Institutional Reports to CHE

1998-99 Academic Year Survey Administration

	Clemson	USC-C	MUSC	Citadel	Coastal	C of Ch.	Fran. Mar.	Lander	SC State	USC-A	USC-S	Winthrop
Number Surveyed	705	1413	348	516	230	1482	432	381	839	402	575	635
% Response Rate	21	29.5	37.9	26.9	32	22.2	22.9	26	26.2	25	21.9	22.8
Based on Sample or Total Group	Total	Sample	Total	Total	Sample	Total	Total	Total	Total	Total	Total	Total

Time to obtain first full-time job after graduation

<i>% of Total Represented</i>	Clemson	USC-C	MUSC	Citadel	Coastal	C of Ch.	Fran. Mar.	Lander	SC State	USC-A	USC-S	Winthrop
Prior to leaving college	47.0	42	53	59.8	32	20	39	22	9	34	41	38
Less than 1 month	10.0	14	19	13.6	10	19	10	26	20	19	8	17
1 to 3 months	24.0	17	13	11.4	21	28	24	23	35	13	24	22
4 to 6 months	5.0	8	3	0.8	14	10	6	7	23	11	9	8
7 to 12 months	3.0	6	5	2.3	8	6	6	4	8	7	7	7
Over 12 months	3.0	4	2	1.5	7	5	1	10	3	6	3	4
Not obtained a full-time job	1.0	2	1	0.8	3	3	4	1	1	2	2	1
Did not seek a full-time job	8.0	8	4	9.8	7	9	9	6	0	8	6	3

Single category that best describes student's current status

<i>% of Total Represented</i>	Clemson	USC-C	MUSC	Citadel	Coastal	C of Ch.	Fran. Mar.	Lander	SC State	USC-A	USC-S	Winthrop
Continuing education full-time	13	7	6	8.1	3	4	7	8	4	3	3	4
Employed & continuing educatio	8	16	9	14	30	21	22	24	26	17	24	17
Employed full-time	74	70	71	53.7	54	67	63	61	59	63	61	73
Employed part-time	1	2	4	2.2	1	5	1	2	3	5	6	1
Serving in Armed Forces	1	2	3	19.1	0	1	0	1	2	1	0	1
Unemployed seeking work	0	0	0	0	0	0	3	1	1	4	2	1
Unemployed not seeking work	0	0	0	1.5	3	0	1	0	0	3	1	1
Other	2	0	0	0.7	0	1	2	3	0	4	3	1

Graduates' Achievements - Placement Data on Graduates (cont.)

Relationship between the student's college major and first full-time job after graduation

<i>% of Total Represented</i>	Clemson	USC-C	MUSC	Citadel	Coastal	C of Ch.	Fran. Mar.	Lander	SC State	USC-A	USC-S	Winthrop
Highly related	49	49	88	46.6	52	32	41	59	45	62	54	53
Moderately related	24	16	4	21.1	11	19	15	12	25	13	14	16
Slightly related	10	11	4	13.5	9	14	11	10	20	9	12	13
Not related	13	20	1	13.5	23	28	28	15	8	11	16	15
Not employed	3	4	3	5.3	6	7	5	3	1	5	4	3

Relationship between the student's college major and current full-time job

<i>% of Total Represented</i>	Clemson	USC-C	MUSC	Citadel	Coastal	C of Ch.	Fran. Mar.	Lander	SC State	USC-A	USC-S	Winthrop
Highly related	49	48	87	44.9	44	40	45	62	45	62	58	56
Moderately related	18	19	7	22.5	19	23	19	12	24	21	18	18
Slightly related	13	8	2	15.2	11	16	11	9	16	5	8	12
Not related	13	20	2	12.3	21	20	17	12	14	11	12	11
Not employed	7	4	2	5.1	6	1	9	4	1	1	4	4

Location of student's first job after graduation

<i>% of Total Represented</i>	Clemson	USC-C	MUSC	Citadel	Coastal	C of Ch.	Fran. Mar.	Lander	SC State	USC-A	USC-S	Winthrop
South Carolina	48	70	82	51.1	67	61	80	81	69	67	88	60
Southeast, outside of SC	26	14	12	20	6	21	11	10	18	22	6	28
Outside the Southeast	24	13	3	25.2	21	14	2	5	12	5	3	10
Not employed	2	3	3	3.7	6	5	7	4	1	5	3	3

Graduates' Achievements – Alumni Satisfaction Survey

The following tables highlight questions pulled from the alumni survey that all public colleges and universities in the state are required to administer and report the results from every two years. The data are gathered from alumni who graduated three years prior to the year the survey is administered. (This year, alumni graduating in 1997-98). The survey contains four common questions with several subparts to three of the questions. All institutions are required to use these common questions and each subpart. A copy of the required survey questions is found on page 100.

The questions highlighted in the tables are subparts, pulled from Question One on the survey: "Students' level of satisfaction with:." The number of responses is presented in addition to the percent of those who answered in each of the six response categories. In addition, tabular data on the number of respondents and the percent response rate is presented in the first table, found on the next page.

The three additional questions and their sub-parts, but not the responses, can be found following the last table on student satisfaction. Responses to these questions can be found in the Institutional Effectiveness reports linked in Section 10.

Table 7.7 – Alumni Survey Response Rates

Institution	# of Respondents	% Survey Response Rate
Research Universities		
Clemson	149	21%
USC-Columbia	417	30%
MUSC	132	38%
Four-Year Colleges & Universities		
Citadel	139	27%
Coastal Carolina	74	32%
Coll. Of Charleston	329	22%
Francis Marion	99	23%
Lander	99	26%
SC State	220	26%
USC Aiken	100	25%
USC Spartanburg	126	22%
Winthrop	145	23%
Two-Year Institutions-Branched of USC		
USC Beaufort	17	31%
USC Lancaster	34	26%
USC Salkehatchie	11	9%
USC Sumter	26	17%
USC Union	9	26%
State Tech. and Comprehensive Educ. System		
Aiken	88	40%
Central Carolina	92	22%
Northeastern	21	17%
Denmark	20	15%
Florence-Darlington	78	21%
Greenville	71	16%
Horry-Georgetown	447	93%
Midlands	175	20%
Orangeburg-Calhoun	58	21%
Piedmont	27	6%
Spartanburg	56	13%
Tech. Coll of the Lowcountry	32	26%
Tri-County	85	20%
Trident	50	8%
Williamsburg	34	22%
York	64	24%

Table 7.8 – Responses to Alumni Survey Satisfaction Questions

Question: Students' level of Satisfaction with:

Institution	Major Program of Study						
	Number of Responses to Question	% Very Satisfied	% Satisfied	% Somewhat Satisfied	% Somewhat Dissatisfied	% Dissatisfied	% Very Dissatisfied
Research Universities							
Clemson	148	41	43	11	3	1	1
USC-Columbia	415	36	51	10	0	2	0
MUSC	132	39	52	8	2	0	0
Four-Year Colleges & Universities							
Citadel	138	46	47	6	1	0	1
Coastal Carolina	74	50	35	11	3	0	1
Coll. Of Charleston	322	55	35	7	2	1	0
Francis Marion	99	58	35	7	0	0	0
Lander	98	40	44	7	6	2	1
SC State	220	63	23	11	2	1	0
USC Aiken	98	61	30	5	3	1	0
USC Spartanburg	126	37	52	8	2	0	0
Winthrop	144	60	29	8	2	0	0
Two-Year Institutions-Branches of USC							
USC Beaufort	17	47	41	0	12	0	0
USC Lancaster	34	53	44	3	0	0	0
USC Salkehatchie **	11	36	64	0	0	0	0
USC Sumter	25	32	52	12	0	4	0
USC Union	9	44	56	0	0	0	0
State Tech. and Comprehensive Educ. System							
Aiken	79	39	59	0	0	0	1
Central Carolina	91	36	56	7	1	0	0
Northeastern	17	47	41	0	6	0	6
Denmark	20	50	35	15	0	0	0
Florence-Darlington	78	58	38	3	1	0	0
Greenville	71	59	34	7	0	0	0
Horry-Georgetown	446	62	34	4	0	0	0
Midlands	167	53	39	4	1	1	2
Orangeburg-Calhoun	58	41	48	3	3	2	2
Piedmont	27	63	60	8	0	0	3
Spartanburg	54	48	43	6	4	0	0
Tech. Coll. of the Lwcntry	30	53	33	13	0	0	0
Tri-County	84	57	33	10	0	0	0
Trident	49	57	35	4	0	0	2
Williamsburg	29	38	14	38	10	0	0
York	64	55	42	0	3	0	0

Table 7.8 – Responses to Alumni Survey Satisfaction Questions (cont)

Question: Students' level of Satisfaction with:

Institution	Instruction in the Major						
	Number of Responses to Question	% Very Satisfied	% Satisfied	% Somewhat Satisfied	% Somewhat Dissatisfied	% Dissatisfied	% Very Dissatisfied
Research Universities							
Clemson	147	31	47	16	5	1	0
USC-Columbia	412	31	54	13	0	1	0
MUSC	132	32	49	14	6	0	0
Four-Year Colleges and Universities							
Citadel	138	46	47	6	1	0	1
Coastal Carolina	74	49	38	11	3	0	0
Coll. Of Charleston	323	53	37	7	2	0	1
Francis Marion	99	61	29	10	0	0	0
Lander	98	37	46	10	2	2	3
SC State	220	60	20	14	5	1	1
USC Aiken	98	50	34	6	1	1	0
USC Spartanburg	126	41	47	7	3	2	0
Winthrop	144	58	31	8	2	1	0
Two-Year Institutions-Branches of USC							
USC Beaufort	17	41	47	6	6	0	0
USC Lancaster	34	41	44	15	0	0	0
USC Salkehatchie**	11	36	64	0	0	0	0
USC Sumter	25	40	48	8	0	4	0
USC Union	9	44	56	0	0	0	0
State Tech. And Comprehensive Educ. System							
Aiken	78	36	60	0	0	3	1
Central Carolina	91	36	56	8	0	0	0
Northeastern	17	53	35	6	0	0	6
Denmark	20	50	35	15	0	0	0
Florence-Darlington	76	49	39	9	3	0	0
Greenville	71	56	32	11	0	0	0
Horry-Georgetown	447	60	35	4	0	0	0
Midlands	166	45	43	7	2	0	2
Orangeburg-Calhoun	58	47	40	5	3	0	5
Piedmont	27	11	13	3	0	0	0
Spartanburg	55	40	45	9	4	2	2
Tech. Coll of the Lwcntry	26	27	65	8	0	0	0
Tri-County	84	48	40	11	1	0	0
Trident	49	45	41	8	4	0	0
Williamsburg	34	32	9	12	18	29	0
York	64	53	44	3	0	0	0

Table 7.8 – Responses to Alumni Survey Satisfaction Questions (cont)

Question: Students' level of Satisfaction with:

Institution	General Education Program of Study						
	Number of Responses to Question	% Very Satisfied	% Satisfied	% Somewhat Satisfied	% Somewhat Dissatisfied	% Dissatisfied	% Very Dissatisfied
Research Universities							
Clemson	145	21	54	22	3	1	0
USC-Columbia	414	18	61	19	0	2	0
MUSC	0	0	0	0	0	0	0
Four-Year Colleges and Universities							
Citadel	134	21	58	17	3	0	2
Coastal Carolina	73	27	54	18	1	0	0
Coll. Of Charleston	323	30	54	11	3	1	1
Francis Marion	97	22	64	12	0	2	0
Lander	96	17	52	24	6	0	1
SC State	218	23	53	22	0	1	0
USC Aiken	97	31	54	14	1	0	0
USC Spartanburg	120	17	58	21	3	1	1
Winthrop	143	27	58	14	1	0	0
Two-Year Institutions-Branches of USC							
USC Beaufort	17	47	41	6	6	0	0
USC Lancaster	34	26	65	9	0	0	0
USC Salkehatchie	0	0	0	0	0	0	0
USC Sumter	26	38	54	4	0	4	0
USC Union	9	56	44	0	0	0	0
State Tech. and Comprehensive Educ. System							
Aiken	76	29	71	0	0	0	0
Central Carolina	91	42	53	4	1	0	0
Northeastern	16	31	44	25	0	0	0
Denmark	19	47	42	11	11	0	0
Florence-Darlington	75	36	51	11	3	0	1
Greenville	67	28	55	16	0	0	0
Horry-Georgetown	409	45	43	11	1	0	0
Midlands	164	38	52	7	1	1	2
Orangeburg-Calhoun	56	16	75	7	0	0	2
Piedmont	26	11	13	1	0	0	1
Spartanburg	56	38	54	2	0	0	0
Tech. Coll of the Lwcntry	17	6	59	29	6	0	0
Tri-County	83	34	47	19	0	0	0
Trident	48	38	52	8	2	0	0
Williamsburg	29	55	10	20	14	0	0
York	64	41	56	3	0	0	0

Table 7.8 – Responses to Alumni Survey Satisfaction Questions (cont)

Question: Students' level of Satisfaction with:

Institution	Instruction in General Education						
	Number of Responses to Question	% Very Satisfied	% Satisfied	% Somewhat Satisfied	% Somewhat Dissatisfied	% Dissatisfied	% Very Dissatisfied
Research Universities							
Clemson	143	19	55	22	4	0	0
USC-Columbia	411	18	62	17	0	2	0
MUSC	0	0	0	0	0	0	0
Four-Year Colleges and Universities							
Citadel	134	25	54	17	2	2	1
Coastal Carolina	73	26	55	15	4	0	0
Coll. Of Charleston	322	29	57	12	2	1	0
Francis Marion	97	19	70	10	0	1	0
Lander	96	20	46	28	3	0	3
SC State	218	27	57	13	2	1	0
USC Aiken	97	37	52	11	0	0	0
USC Spartanburg	121	21	57	18	2	0	1
Winthrop	144	26	58	14	2	0	0
Two-Year Institutions-Branches of USC							
USC Beaufort	16	50	38	13	0	0	0
USC Lancaster	34	35	59	6	0	0	0
USC Salkehatchie	0	0	0	0	0	0	0
USC Sumter	26	31	62	4	0	4	0
USC Union	9	56	44	0	0	0	0
State Tech. and Comprehensive Educ. System							
Aiken Tech	76	29	68	0	0	3	0
Central Carolina	90	33	61	6	0	0	0
Northeastern	15	47	27	20	7	0	0
Denmark	19	53	42	5	0	0	0
Florence-Darlington	78	33	54	12	1	0	0
Greenville	68	31	50	18	1	0	0
Horry-Georgetown	393	46	40	13	2	0	0
Midlands	167	43	47	7	1	0	2
Orangeburg-Calhoun	56	23	61	14	0	0	2
Piedmont	27	11	14	2	0	0	0
Spartanburg	56	30	64	5	0	0	0
Tech. Coll of the Lwcntry	31	48	42	10	0	0	0
Tri-County	83	35	43	20	1	0	0
Trident	49	41	47	6	6	0	0
Williamsburg	34	56	21	12	12	0	0
York	64	39	58	3	0	0	0

Table 7.8 – Responses to Alumni Survey Satisfaction Questions (cont)

Question: Students' level of Satisfaction with:

Institution	Overall Academic Experience						
	Number of Responses to Question	% Very Satisfied	% Satisfied	% Somewhat Satisfied	% Somewhat Dissatisfied	% Dissatisfied	% Very Dissatisfied
Research Universities							
Clemson	149	42	48	5	3	1	0
USC-Columbia	415	31	58	10	0	1	0
MUSC	132	32	55	9	4	1	0
Four-Year Colleges and Universities							
Citadel	137	39	54	4	2	0	1
Coastal Carolina	74	43	43	14	0	0	0
Coll. Of Charleston	322	47	43	7	1	1	1
Francis Marion	99	30	60	10	0	0	0
Lander	98	27	57	9	3	2	2
SC State	220	52	40	5	1	1	0
USC Aiken	97	55	42	3	0	0	0
USC Spartanburg	126	24	66	10	0	0	0
Winthrop	144	44	48	8	0	0	0
Two-Year Institutions-Branches of USC							
USC Beaufort	16	63	19	13	0	6	0
USC Lancaster	34	59	38	3	0	0	0
USC Salkehatchie	11	55	45	0	0	0	0
USC Sumter	26	42	42	12	4	0	0
USC Union	9	56	44	0	0	0	0
State Tech. and Comprehensive Educ. System							
Aiken	79	34	65	0	0	1	0
Central Carolina	92	38	57	3	2	0	0
Northeastern	15	67	20	0	7	7	0
Denmark	19	47	47	5	0	0	0
Florence-Darlington	73	52	45	3	0	0	0
Greenville	71	52	37	10	1	0	0
Horry-Georgetown	445	52	42	6	0	0	0
Midlands	170	48	42	6	1	0	3
Orangeburg-Calhoun	58	43	48	5	2	0	2
Piedmont	27	15	10	1	0	0	1
Spartanburg	56	52	36	7	5	0	0
Tech. Coll of the Lwcntry	30	50	40	3	7	0	0
Tri-County	84	43	44	13	0	0	0
Trident	49	41	45	8	0	2	2
Williamsburg	34	53	24	15	9	0	0
York	64	63	34	3	0	0	0

The Alumni Survey

ALUMNI SURVEY

1. How satisfied are you with:

	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied
1.1 MAJOR Program of Study						
1.2 INSTRUCTION in the major						
1.3 GENERAL EDUCATION program of study (non-major requirements)						
1.4 INSTRUCTION in general education						
1.5 OVERALL ACADEMIC EXPERIENCE						

2. How frequently are you involved in each of the following activities (on or off the job)?

	Weekly	Monthly	Annually	Often	Never
2.1 Career-related advanced education or training					
2.2 "Lifelong learning"/personal enrichment studies outside career area(s)					
2.3 Professional or service organizations					
2.4 Volunteer, public or community service					
2.5 Social/recreational organization					
2.6 Support or participation in the arts					

3. How strongly did your college experience influence your participation in the above activities?

	Strongly	Moderately	Somewhat	at all
3.1 Career-related advanced education or training				
3.2 "Lifelong learning"/personal enrichment studies outside career area(s)				
3.3 Professional or service organizations				
3.4 Volunteer, public or community service				
3.5 Social/recreational organization				
3.6 Support or participation in the arts				

4. I have voted in ____ of the elections since leaving college.

All	Most	Some	Few	None

Section 8

User-Friendliness of the Institution



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USER-FRIENDLINESS OF THE INSTITUTION

The user-friendliness of institutions is evaluated in performance funding based on their transfer policies and accessibility. Act 255 of 1992, as amended, requires that information on first-time, full-time undergraduate transfers within the state with regards to transfer be reported. Table 8.1, "First-Time Undergraduate Transfers," summarizes transfer data for first-time, full-time undergraduate students from and to different types of institutions in the state.

Accountability for this success factor is measured by several elements in performance funding. Institutions are measured in terms of their compliance with best practices guidance for policy and procedures for transferability of credits to or from an institution. In performance year 5, impacting funding in 2001-2002, all institutions except one were in full compliance with requirements. The single exception fell short only in implementing standards for electronic transfer of transcripts. Data for all institutions can be found in Section 11. The referenced indicators can be found on pages 169-172 in the Performance Funding Workbook for Year 5, at [http://www.che400.state.sc.us/web/Pf in SC.htm](http://www.che400.state.sc.us/web/Pf%20in%20SC.htm).

A second indicator, **Performance Funding Indicator 8B – Continuing Education Programs for Graduates and Others**, is applicable for technical colleges. They are measured on non-credit continuing education units produced annually. Each institution's performance in 1999-00 was scored relative to the past years' performance. The expectation for a score of "Achieves" was to produce between 9- and 110% of the average for the previous five years, excluding the highest and lowest years. Twelve of sixteen technical colleges scored either "Achieves" or "Exceeds on this measure."

The third indicator, **Performance Funding Indicator 8C – Accessibility to the Institutions of all Citizens of the State**, has been defined such that institutions are measured each year on the percentage of undergraduate students who are South Carolina citizens who are minority and the annual retention of these students who are degree-seeking, the percent of minority graduate students enrolled, and the percent of minority faculty. Table 8.2 "Enrollment by Race" displays minority enrollment for 1995 and 1999 and the percent change over these years. The number of African-American students increased 12.3% and other Minority students increased 14.9% during the period displayed. Additional data on student enrollment and faculty are located in the CHE publication, "South Carolina Higher Education Statistical Abstract."

Undergraduate Transfers

The following table summarizes transfer data for first-time, full-time undergraduate students over the past three years and shows that students continue to transfer among all sectors (public and private) and all levels (two- and four-year) of institutions.

Table 8.1 **Source: CHEMIS Data**

First-Time, Full-Time Undergraduate Transfers (Next Page)

User-Friendliness of the Institution - First-Time, Full-Time Undergraduate Transfers, Table 8.1

The following table summarizes transfer data for first-time, full-time undergraduate students over the past two years and shows that students continue to transfer among all sectors (public and private) and all levels (two- and four-year) of institutions. Looking at the most recent data from Fall 2000, the largest number of transfer students in the state are those who transfer from out-of-state institutions and come to South Carolina institutions (3,637). Forty percent (40%) of these students (1,466) transfer to senior, public institutions and 39.6% (1,440) transfer to the state's technical colleges. The second largest transfer group (2,552) starts at the technical colleges with 60.8% (1,552) going on to senior, public institutions, 24.1% (616) going to another technical college, and 10.7% (273) going to a senior private institution.

Table 8.1 - Source: CHEMIS Data

		NUMBER TRANSFERRING TO SOUTH CAROLINA'S:				
TRANSFERRING FROM:		Senior Public Institutions	2-Yr Regional Institutions	Technical Colleges	Senior Private Institutions	2-Yr Private Institutions
SC Public Senior Institutions						
	Fall 1998	568	24	494	103	4
	Fall 1999	666	46	368	197	1
	Fall 2000	699	70	999	107	2
SC 2-Yr Regional Campuses						
	Fall 1998	153	0	42	11	2
	Fall 1999	277	5	36	13	0
	Fall 2000	375	5	94	11	1
SC Technical Colleges						
	Fall 1998	937	29	292	219	16
	Fall 1999	1,125	36	260	503	7
	Fall 2000	1,552	106	616	273	5
SC Private Senior Institutions						
	Fall 1998	262	17	148	55	5
	Fall 1999	288	16	108	116	2
	Fall 2000	296	34	337	98	3
SC Private 2-Yr Colleges						
	Fall 1998	72	1	28	16	4
	Fall 1999	79	2	33	26	0
	Fall 2000	78	4	51	22	0
SOUTH CAROLINA TRANSFER ACTIVITY						
	Fall 1998	1,992	71	1,004	404	31
	Fall 1999	2,435	105	805	855	10
	Fall 2000	3,000	219	2,097	511	11
Out-of-State						
	Fall 1998	1,562	53	560	152	0
	Fall 1999	1,418	48	522	382	0
	Fall 2000	1,466	144	1,440	580	7
Foreign						
	Fall 1998	72	17	0	0	0
	Fall 1999	60	26	0	0	0
	Fall 2000	85	27	0	22	0

Enrollment by Race

The years 1996 and 2000 headcount enrollment of African-American, Other (i.e., all nonwhite students) and Total All Students is displayed. The percent change in enrollment is computed for the five-year period. Additional data on enrollment in SC public institutions may be found on-line in the CHE "Higher Education Statistical Abstract for SC" at: <http://www.che400.state.sc.us/web/stats.htm>.

Table 8.2 Source: CHEMIS Data, 1996 and 2000

Percent Change in Minority Enrollment, Fall 1996 to Fall 2000

INSTITUTION	Headcount Enrollment Fall 1996			Headcount Enrollment Fall 2000			Percent Change, Fall 1996 to Fall 2000		
	Afr-Amer.	Other Minority ¹	Total Enrollment	Afr-Amer.	Other Minority ¹	Total Enrollment	% Change Afr-Amer.	% Change Other Minority ¹	% Change Total Enrollment
Research Universities									
Clemson	1,261	353	16,526	1,240	411	17,465	-1.7%	16.4%	5.7%
USC-Columbia	3,996	987	25,489	3,831	965	23,728	-4.1%	-2.2%	-6.9%
MUSC ²	184	115	2,296	275	123	2,346	49.5%	7.0%	2.2%
Total, Research	5,441	1,455	44,311	5,346	1,499	43,539	-1.7%	3.0%	-1.7%
Four-Year Colleges and Universities									
Citadel	570	90	4,319	527	156	3,872	-7.5%	73.3%	-10.3%
Coastal Carolina	412	109	4,477	431	148	4,653	4.6%	35.8%	3.9%
College of Charleston	939	284	10,921	881	314	11,129	-6.2%	10.6%	1.9%
Francis Marion	995	50	3,722	1,065	60	3,567	7.0%	20.0%	-4.2%
Lander	522	32	2,722	527	38	2,935	1.0%	18.8%	7.8%
SC State	4,568	28	4,899	4,167	34	4,525	-8.8%	21.4%	-7.6%
USC-Aiken	538	87	3,022	716	94	3,278	33.1%	8.0%	8.5%
USC-Spartanburg	550	102	3,549	821	118	3,709	49.3%	15.7%	4.5%
Winthrop	1,114	110	5,402	1,349	129	6,061	21.1%	17.3%	12.2%
Total Public, Four-Year Coll. & Un	10,208	892	43,033	10,484	1,091	43,729	2.7%	22.3%	1.6%
Two-Year Institutions/Branches of USC									
USC-Beaufort	181	65	1,055	216	93	1,175	19.3%	43.1%	11.4%
USC-Lancaster	211	8	1,137	142	11	837	-32.7%	37.5%	-26.4%
USC-Salkehatchie	295	7	794	297	8	785	0.7%	14.3%	-1.1%
USC-Sumter	264	56	1,339	304	50	1,163	15.2%	-10.7%	-13.1%
USC-Union	63	5	332	78	4	363	23.8%	-20.0%	9.3%
Total Two-Year Inst. of USC	1,014	141	4,657	1,037	166	4,323	2.3%	17.7%	-7.2%
State Tech. and Comprehensive Educ. System									
Aiken	647	35	2,143	805	52	2,268	24.4%	48.6%	5.8%
Central Carolina	828	69	2,201	1,068	68	2,546	29.0%	-1.4%	15.7%
Denmark	853	3	915	1,166	3	1,240	36.7%	0.0%	35.5%
Florence-Darlington	981	25	2,939	1,679	55	3,814	71.2%	120.0%	29.8%
Greenville	1,334	247	8,227	2,021	338	10,786	51.5%	36.8%	31.1%
Horry-Georgetown	548	52	3,236	739	67	3,693	34.9%	28.8%	14.1%
Midlands	3,092	320	9,728	3,107	351	9,702	0.5%	9.7%	-0.3%
Northeastern	374	13	1,028	365	29	982	-2.4%	123.1%	-4.5%
Orangeburg-Calhoun	854	20	1,760	1,010	16	1,861	18.3%	-20.0%	5.7%
Piedmont	1,029	37	3,264	1,429	47	4,104	38.9%	27.0%	25.7%
Spartanburg	515	55	2,557	819	107	3,030	59.0%	94.5%	18.5%
TCL	499	58	1,538	766	81	1,776	53.5%	39.7%	15.5%
Tri-County	352	64	3,296	435	68	3,612	23.6%	6.3%	9.6%
Trident	2,079	406	9,400	2,677	496	10,246	28.8%	-84.8%	9.0%
Williamsburg	355	5	602	428	3	661	20.6%	-40.0%	9.8%
York	712	102	3,528	904	134	3,597	27.0%	31.4%	2.0%
Total State Tech. System	15,052	1,511	56,362	19,418	1,915	63,918	29.0%	26.7%	13.4%
GRAND TOTAL	31,715	3,999	148,363	36,285	4,671	155,509	14.4%	16.8%	4.8%

¹ Includes American Indian or Alaskan Native, Asian or Pacific Islander, or Hispanic racial/ethnic designations.

Does not include "Unknown" or "Non-Resident Aliens."

² Excludes medical and dental residents and interns

Accessibility to the Institution of All Citizens of the State

Performance Funding Indicator **8C – Accessibility to the Institution of All Citizens of the State**, has four sub-parts.

8C1 - The percent of undergraduate headcount students who are citizens of South Carolina who are minority according to federal reporting definitions and are enrolled at an institution. (Figure 8.1)

8C2 - The annual retention rate of minority, undergraduate students as defined in Part 1 of this measure, but limited to degree-seeking students. (Figure 8.2)

8C3 - The percent of headcount graduate students enrolled at an institution who are minority according to federal reporting definitions. (Figure 8.3)

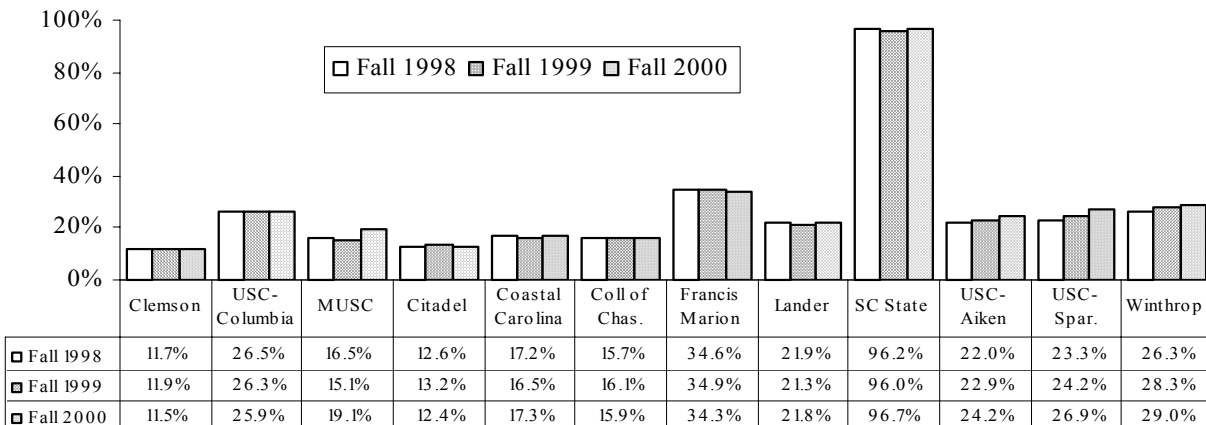
8C4 - The percent of headcount teaching faculty who are minority. (Figure 8.4)

Additional information on these measures, including specific scoring ranges for individual institutions for Indicator 8C1, can be found either in the Performance funding workbook or in individual institutional Report Cards linked in Section 11 (standards only).

Figure 8.1 – 8C1, Percent of Headcount Undergraduate Students who are Citizens of SC who are Minority
Source: IPEDS

Research and Teaching Institutions, Fall 1998 – Fall 2000

The research and teaching institutions are defined as having state-wide service areas for the purpose of this measure, which affects the standard set for a score of “Achieves.” The standard set for these institutions in Year 5 is 75 to 100% of the overall state percentage of minority citizens 18 years or older, 28.7%, as estimated by the US Census Bureau in 1998. The range for “Achieves” for these institutions for Year 5 is 21 to 28%. Higher percentages score “Exceeds.”

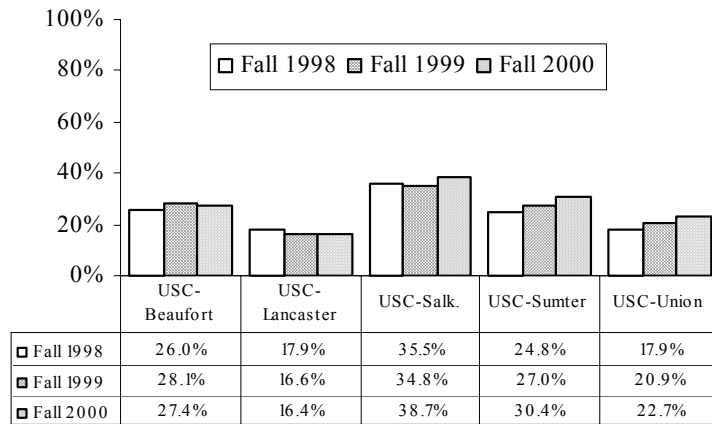


Accessibility to the Institution of All Citizens of the State (cont.)

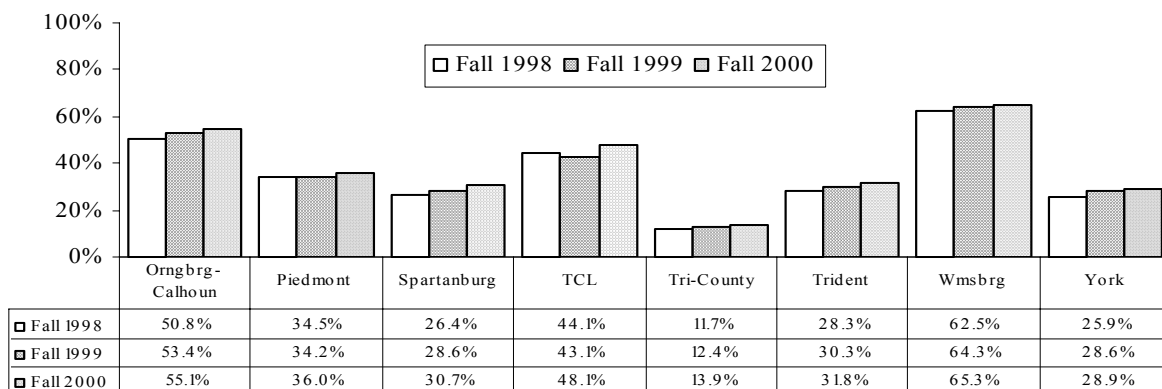
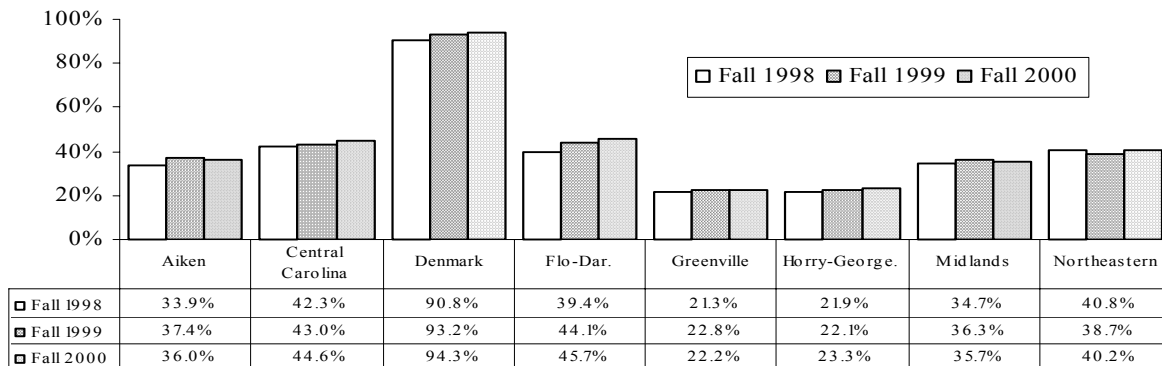
Two-Year Branches of USC, Fall 1998 – Fall 2000

The standard set for a score of “Achieves” for these institutions is defined by the percentage of minority citizens 18 years or older in their service area, as estimated by the US Census Bureau in 1998. The range for “Achieves” for these institutions is unique to each institution. Specific institutional standards on this indicator can be found in the institution’s report card, linked in Chapter 11. **Institutional**

comparisons cannot be made based solely on this chart.



Technical College System, Fall 1998 – Fall 2000 The standard set for a score of “Achieves” for these institutions is defined by the percentage of minority citizens 18 years or older in their service area, as estimated by the US Census Bureau in 1998. The range for “Achieves” for these institutions is unique to each institution. Specific institutional standards on this indicator can be found in the institution’s report card, linked in Chapter 11. **Institutional comparisons cannot be made based solely on these charts.**



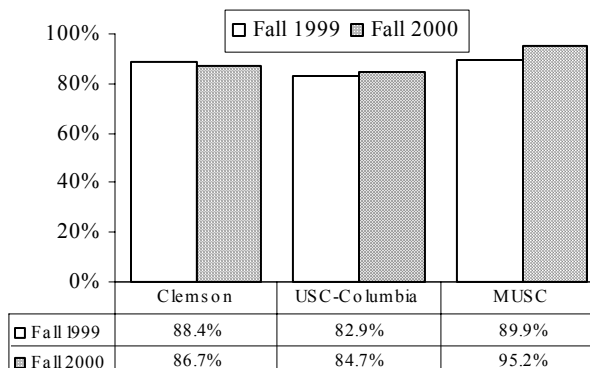
Accessibility to the Institution of All Citizens of the State (cont.)

Figure 8.2 – 8C2, Retention of Minorities who are SC Citizens and Identified as Degree-seeking Undergraduate Students.

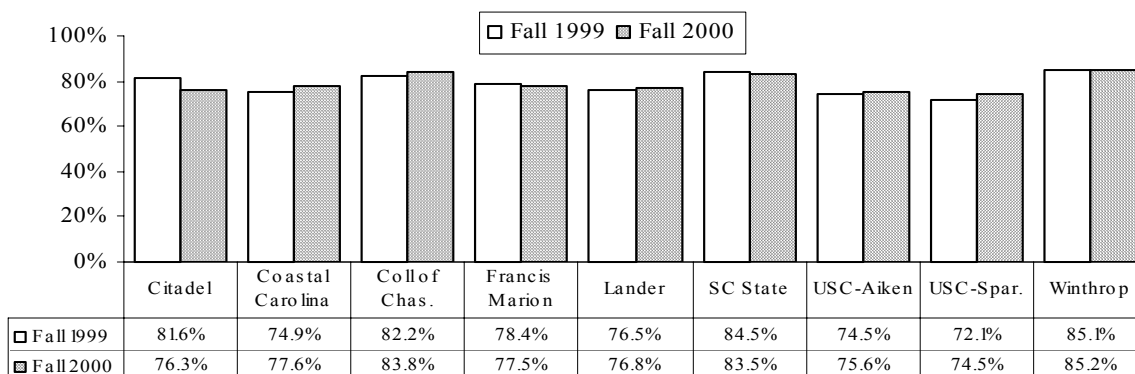
Source: IPEDS

Research Institutions, Fall 1999 –

Fall 2000 The standard for these institutions for this measure is based on +/- 5% of the median overall student retention for all of the state's 4-yr institutions. A median retention rate of 83.0% is the reference and represents median retention of the 1998 – 99 cohort in Fall 1999 for SC's research and teaching universities. The range for a score of "Achieves" is 78.0 to 87.0%. There are only two years of data for this indicator.

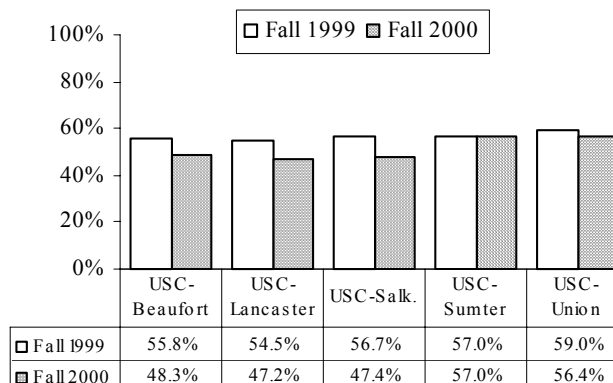


Teaching Institutions, Fall 1999 – Fall 2000 The standard for these institutions for this measure is based on +/- 5% of the median overall student retention of the state's teaching institutions. A median retention rate of 78.8% is the reference and represents median retention of the 1998 – 99 cohort in Fall 1999 for SC's teaching universities. The range for a score of "Achieves" is 74.0 to 82.0%. There are only two years of data for this indicator.



Two-Year Branch Campuses of

USC, Fall 1999 – Fall 2000 The standard for these institutions for this measure is based on +/- 10% of the median overall student retention of the state's regional campuses. A median retention rate of 52.7% is the reference and represents median retention of the 1998 – 99 cohort in Fall 1999 for SC's regional campuses. The range for a score of "Achieves" is 47.0 to 57.0%. There are only two years of data for this indicator.



Accessibility to the Institution of All Citizens of the State (cont.)

Technical Colleges, Fall 1999 – Fall 2000 The standard for these institutions for this measure is based on +/- 10% of the median overall student retention of the state's technical campuses. A median retention rate of 55.4% is the reference and represents median retention of the 1998 – 99 cohort in Fall 1999 for SC's regional campuses. The range for a score of "Achieves" is 49.0 to 60.0%. There are only two years of data for this indicator.

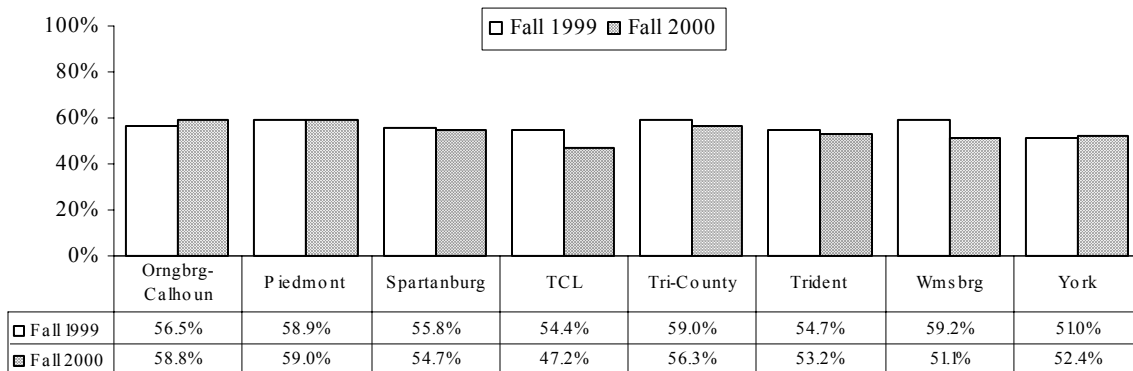
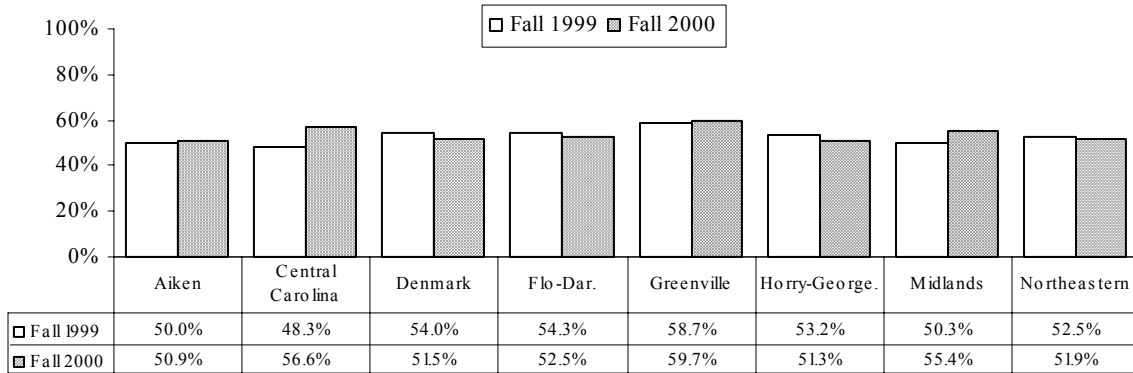
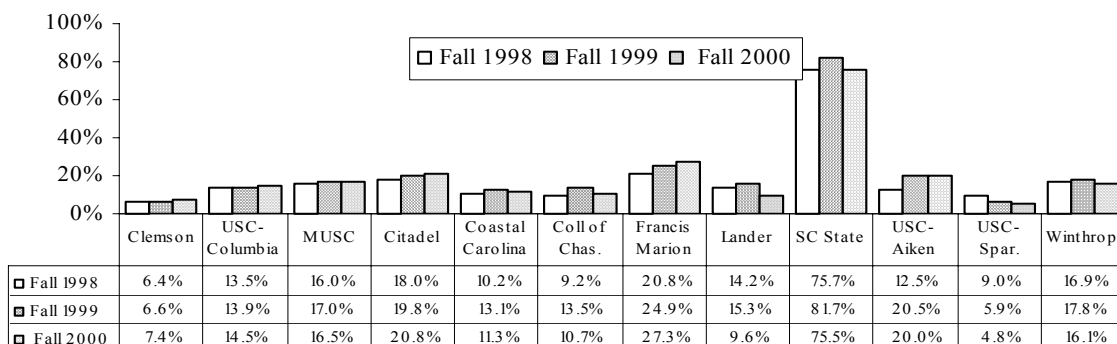


Figure 8.3 – 8C3, Percent of Headcount Graduate Students Enrolled at the Institution who are Minority

Source: IPEDS

Research and Teaching Institutions, Fall 1998 – Fall 2000 – The standard for this indicator is based on being at or within +/- 10% of US minority population with baccalaureate degrees. The reference used is 12.0% US minority population based on 1990 census data, "Educational attainment of persons 25 yrs and older." The standard for a score of "Achieves" is 10 – 13 %. This indicator does not apply to the two-year and technical campuses.



Accessibility to the Institution of All Citizens of the State (cont.)

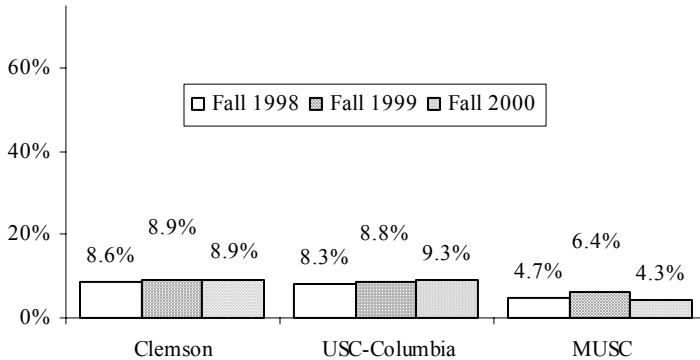
Figure 8.4 – 8C4, The Percent of Headcount Teaching Faculty who are Minority

Source: IPEDS

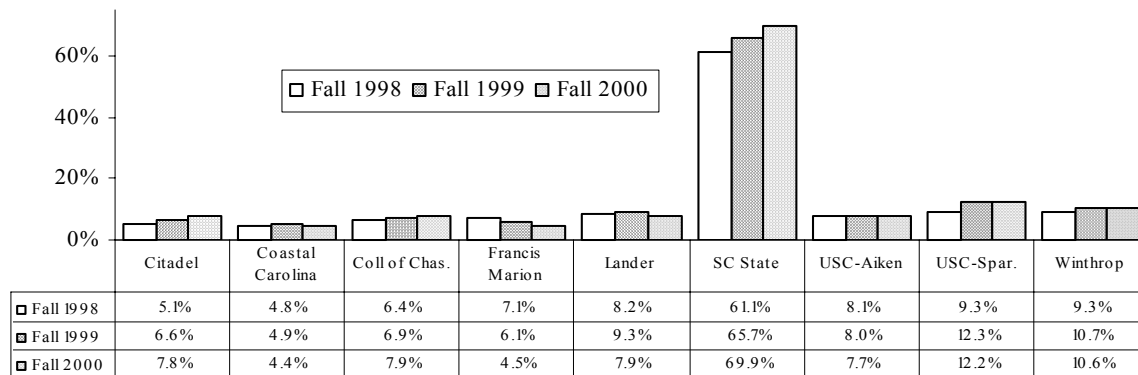
Research Institutions, Teaching Institutions, and Regional Campuses, Fall 1998 – Fall 2000

The standard for these three sectors is based on being at or within +/- 10% of US minority population with graduate degrees. The reference used is 11.9% US minority population with master's and higher degrees based on 1990 census data, "Educational attainment of persons 25 yrs and older." The standard for a score of "Achieves" for all three of these sectors is 10 to 13%.

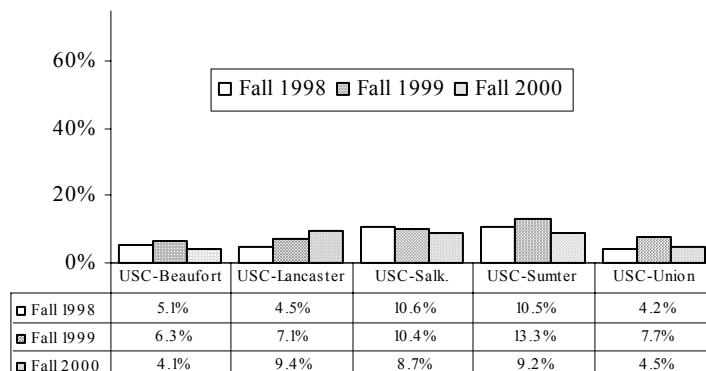
Research Institutions



Teaching Institutions

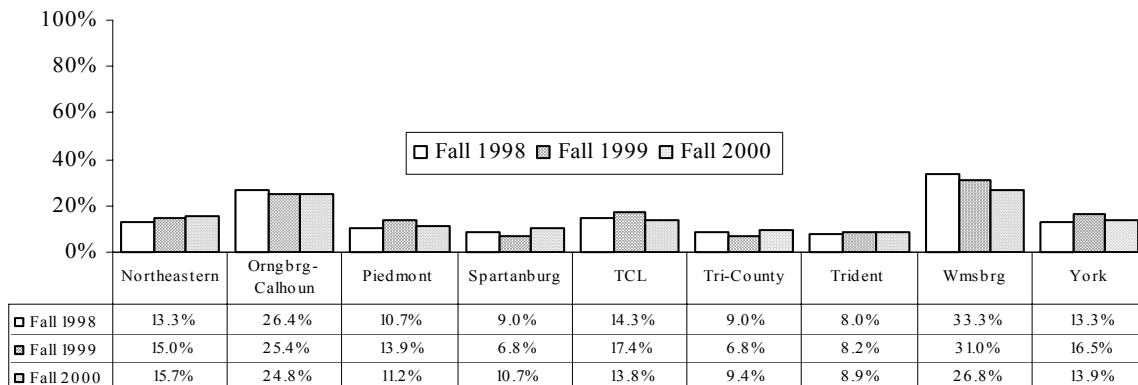
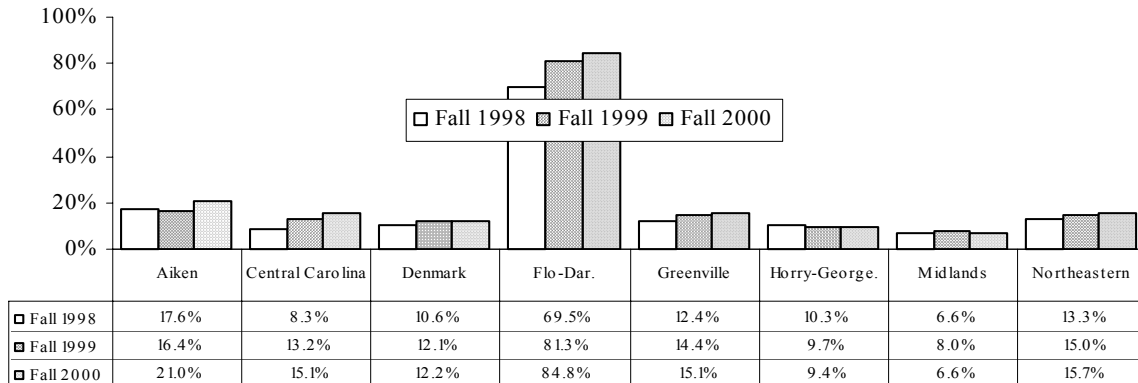


Regional Campuses of USC



Accessibility to the Institution of All Citizens of the State (cont.)

Technical Colleges – The standard for this indicator is based on being at or within +/- 10% of US minority population with baccalaureate degrees. The reference used is 12.0% US minority population based on 1990 census data, “Educational attainment of persons 25 yrs and older.” The standard for a score of “Achieves” for this sector is 10 to 13%.



Section 9

Research Funding



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RESEARCH FUNDING

Information on research data includes student involvement in research, grants and awards expended in support of teacher training, and public and private sector research grants expended. Tables 9.1 and 9.2 summarize the number and percent of upper-division, degree-seeking undergraduate and graduate students, respectively, funded through grants who participate in sponsored research. These data are reported as required by Act 255, as amended.

With regard to financial support for teacher training, Figure 9.1 displays expenditures by Clemson, USC-Columbia, and the Teaching Sector institutions in the past year compared to the average of the previous three years for programs supporting teacher education. All institutions show an increase in such funding above the three-year average.

Figure 9.2 displays the expenditures of dollars from public and private research grants of the three research institutions in the most recent ended fiscal year compared to the average of similar expenditures for the prior three fiscal years. Again, the data shows an increase over the three-year average.

Student Involvement in Research

The following tables (9.1 and 9.2) summarize the number and percent of degree-seeking upper-division undergraduate and graduate students who have received funding through grant monies and thus have participated in sponsored research activities. It should be noted that many students who participate in non-sponsored research, or in externally funded projects which are not classified as research, are not reflected in the data presented below.

Degree-Seeking Graduate Students

Table 9.1 Source: CHEMIS Data and Institutional IE Reports

Graduate Involvement in Research

Institution	Fall	Total Headcount Degree-seeking Graduate Students Enrolled	Number Receiving Stipends for Research	% Participating in Research	Change Over Prior Year in Enrollment	Change Over Prior Yr in # of Students w/ Stipends
Research Universities						
Clemson	1998	2,916	636	21.8%		
	1999	2,938	543	18.5%	22	-93
	2000	2798	475	17.0%	-140	-68
USC-Columbia	1998	6,989	592	8.5%		
	1999	6,115	630	10.3%	-874	38
	2000	5910	639	10.8%	-205	9
MUSC	1998	884	50	5.7%		
	1999	928	196	21.1%	44	146
	2000	883	205	23.2%	-45	9
Four-Year Colleges & Universities						
Citadel	1998	685	2	0.3%		
	1999	695	4	0.6%	10	2
	2000	672	9	1.3%	-23	5
Coastal Carolina	1998	13	0	0.0%		
	1999	44	1	2.3%	31	1
	2000	37	0	0.0%	-7	-1
Coll. of Chas.	1998	432	20	4.6%		
	1999	428	31	7.2%	-4	11
	2000	476	17	3.6%	48	-14
Francis Marion	1998	291	0	0.0%		
	1999	307	0	0.0%	16	0
	2000	283	0	0.0%	-24	0
Lander	1998	50	0	0.0%		
	1999	42	0	0.0%	-8	0
	2000	65	0	0.0%	23	0
SC State	1998	294	92	31.3%		
	1999	288	66	22.9%	-6	-26
	2000	380	79	20.8%	92	13
USC-Aiken	1998	41	0	0.0%		
	1999	57	2	3.5%	16	2
	2000	47	0	0.0%	-10	-2
USC-Spartanburg	1998	8	0	0.0%		
	1999	8	0	0.0%	0	0
	2000	2	0	0.0%	-6	0
Winthrop	1998	607	0	0.0%		
	1999	568	0	0.0%	-39	0
	2000	645	0	0.0%	77	0

Student Involvement in Research (cont.)

Upper-Division, Degree-Seeking Undergraduate Students

Undergraduate students are also involved in research efforts at public institutions. Presented below are data reflecting the involvement of upper-division (junior and senior level) degree-seeking students in such research. Although the percents are much lower, these students can make significant contributions to on-going research at these institutions.

Table 9.2 **Source: CHEMIS Data and Institutional IE Reports**

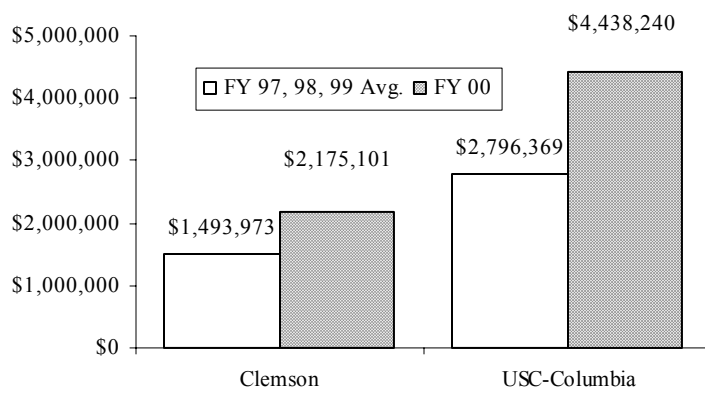
Upper-division, Degree-seeking Undergraduate Involvement in Research

Institution	Fall	Total Headcount Degree-seeking Upper division Students Enrolled	Number Receiving Stipends for Research	% Participating in Research	Change Over Prior Year in Enrollment	Change Over Prior Yr in # of Students w/ Stipends
Research Universities						
Clemson	1998	6,436	177	2.8%		
	1999	6,554	161	2.5%	-16	-16
	2000	6,834	90	1.3%	-71	-71
USC Columbia	1998	7,176	42	0.6%		
	1999	7,358	61	0.8%	182	19
	2000	7,597	53			
MUSC	1998	502	0	0.0%		
	1999	422	0	0.0%	-80	0
	2000	405	26	6.4%	-17	26
Four-Year Colleges & Universities						
Citadel	1998	859	46	5.4%		
	1999	811	48	5.9%	-48	2
	2000	814	28	3.4%	3	-20
Coastal Carolina	1998	1,754	24	1.4%		
	1999	1,735	36	2.1%	-19	12
	2000	1,799	32	1.8%	64	-4
Coll. of Chas.	1998	4,083	31	7.6%		
	1999	4,160	43	1.0%	77	12
	2000	4,160	17	0.4%	0	-26
Francis Marion	1998	1,296	0	0.0%		
	1999	1,174	0	0.0%	-122	0
	2000	1,169	0	0.0%	-5	0
Lander	1998	1,093	0	0.0%		
	1999	1,025	0	0.0%	-68	0
	2000	1,017	0	0.0%	-8	0
SC State	1998	1,771	92	5.2%		
	1999	1,741	146	8.4%	-30	54
	2000	1,700	158	9.3%	-41	12
USC Aiken	1998	1,297	12	0.9%		
	1999	1,347	7	0.5%	50	-5
	2000	1,380	5	0.4%	33	-2
USC Spartanburg	1998	1,500	2	1.3%		
	1999	1,480	2	0.1%	-20	0
	2000	1,566	8	0.5%	86	6
Winthrop	1998	1,935	0	0.0%		
	1999	2,069	0	0.0%	134	0
	2000	2,136	0	0.0%	67	0

Financial Support for Teacher Education

In the 2000-2001 performance funding year, **Performance Indicator 9A – Financial Support for Reform in Teacher Education** measured the amount of grants and awards expended to support teacher preparation or training, including applied research, professional development and training grants as compared to the average from the prior three years. Figure 9.1 shows the comparison in actual dollar amounts from FY 00 as compared to the average expenditures in FYs 97, 98, and 99. Because this measure is specific to teaching education programs, it is not applicable to MUSC, the Two-Year Institutions-Branches of USC, or the Technical College sector. Performance was assessed based on an “Achieves” range of 80 – 119% of the FY97, 98, 99 average.

Figure 9.1 Source: Institutional Reports to CHE

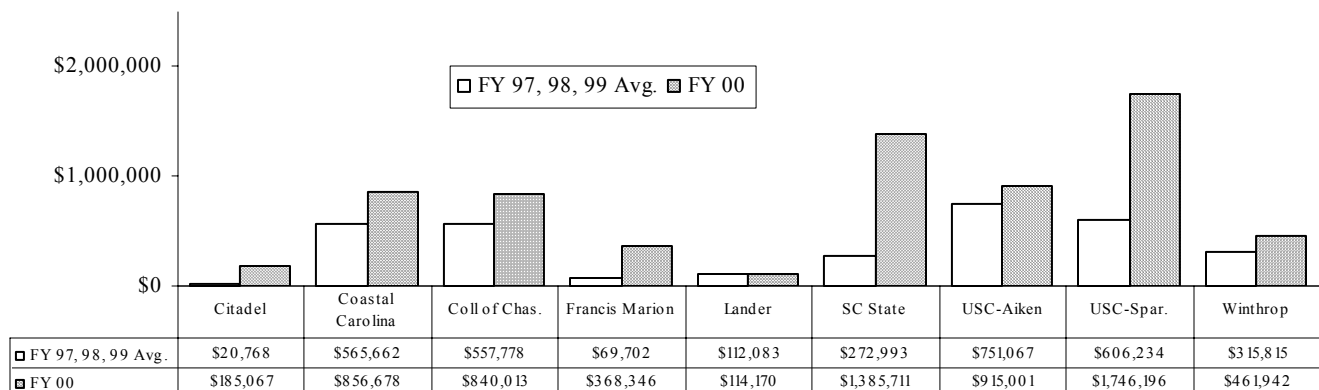


Research Universities FY 1999-00 and the Average of FY 97, 98, 99.

The data to the left display the actual dollar amounts from grants and awards expended on teacher education by the research universities. FY 00 total dollars are compared to the averaged dollars from FY 97, 98, 99. This measure is not applicable to MUSC.

Four-Year Colleges and Universities, FY 1999-00 and the Average of FY 97, 98, 99.

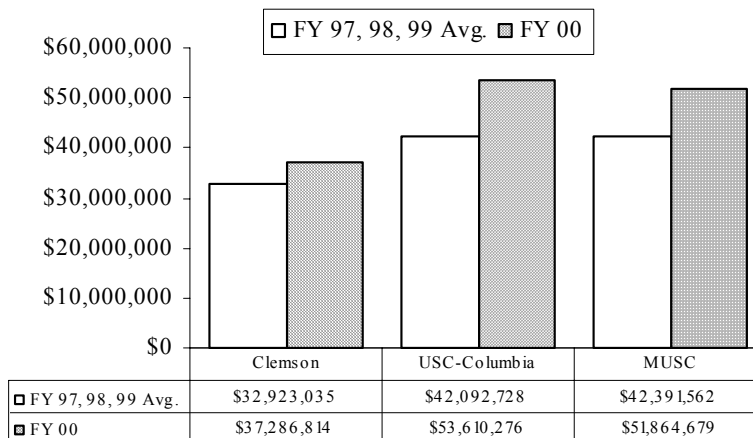
The data shown below represent actual dollars from grants and awards expended on teacher education by the four-year colleges and universities. FY 00 total dollars are compared to averaged dollars from FY 97, 98, 99.



Amount of Public and Private Sector Grants

In the 2000-2001 performance funding year, institutions were measured on **Performance Funding Indicator 9B – Amount of Public and Private Sector Grants** on current fiscal year grant expenditures divided by the average of grant expenditures from the prior three years. Data for this measure are the restricted research expenditures reported by institutions in fulfillment of federal reporting requirements of the IPEDS Finance Survey. "Grants" for purposes of this measure, are defined as the total dollars received from public and private sector grants expended in the State fiscal year for research, including federal and state research expenditures. For this past year, the indicator only applied to research universities.

Figure 9.2 **Source: IPEDS Annual Finance Surveys**



Research Universities FY 1999-00 and the Average of FY 97, 98, 99.

The data to the right represents the FY 00 research grant expenditures compared to the average research grant expenditures from FY 97, 98, 99.

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Section 10

Campus-Based Assessment



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CAMPUS-BASED ASSESSMENT

The institutions' summary reports reveal an active on-going process of assessment at institutions that was encouraged by legislative requirements, the Commission on Higher Education (CHE), the requirements for the Southern Association of Colleges and Schools regional accreditation and also by some specialized accrediting bodies.

Section 59-104-660 (B) of the South Carolina Code of Laws, 1976, as amended, requires that as part of each public post-secondary institution's annual report to the CHE on institutional achievement, each institution must report on progress in developing assessment programs and on related information on student achievement. During 1997-98, the CHE streamlined reporting requirements in order to eliminate unnecessary duplication in reporting and to ensure reporting of data consistent with requirements of Act 359 of 1996.

Many of the components listed below are not reported annually, but based on a pre-determined and approved schedule submitted by each institution. However, the assessment of these components is an on-going process.

The summary reports for 2000-2001 were submitted electronically and are available through each institution's website at the addresses that follow this summary. They can also be found through the CHE website. The reports include the following components:

General Education

The goals of general education, which is one of the most difficult components of curriculum to assess, may be defined narrowly in terms of basic skills or extremely broadly to include understanding and integrating knowledge spanning the full range of the humanities, sciences, and social sciences combined with attitudes and behaviors which enable the graduate to function effectively in today's complex society. In their assessment plans, institutions were asked to provide their definitions of general education, to indicate the methodologies for instruments they selected to assess the effectiveness of their general education, to list major findings or trends from their initial assessments describe and actions they have taken or plan to take to improve their general education programs as a result of the assessment process. While efforts to assess this component vary both in their complexity and their success, many institutions have already obtained findings that either reinforce what they are currently doing in their programs or enable them to make appropriate changes or improvements.

Majors or Concentrations

Majors or concentrations provide students with specialized knowledge and skills. Because of the vast number of majors offered, institutions generally report on all of them over a four-year cycle. In their assessment plans for their majors, institutions are asked to list the majors on which they are reporting, to describe the various methods that are being used to assess each major and to highlight the findings and how they are being used for improvement. Examples of assessment methods being used by South Carolina's public institutions include both commercial and locally-developed tests; portfolios; internal and external peer reviews; capstone courses; results of licensing and certification examinations; exit interviews; focus groups; student, graduate and employer surveys; classroom research; and matrix analysis of curriculum content. Many reports describe significant changes that are being made in curriculum and teaching effectiveness as a result of the assessment of majors.

Academic Advising

Academic Advising provides students with an understanding of their rights and responsibilities for completion of their degrees, programs and/or career preparation.

Achievement of Students Transferring from Two to Four Year Institutions

Two-year public institutions report on this component every other year, when data on the academic performance of their former students are transferred from the four-year institutions back to the two-year institutions for examination and analysis. This component will be reported upon in the next report.

Procedures for Student Development

Determining student growth and development throughout the college or university experience requires the application of multiple assessment procedures. All institutions were asked to assess their student services (e.g. financial aid, orientation, counseling, residence halls, and extracurricular activities) although some have chosen to cycle those assessments over several reporting years. Reports typically include descriptions of the services that have been evaluated, major findings, and any changes or improvements that have been made as a result of the assessments. In addition, most institutions are conducting pilot studies on the institutions' effect on their students' attitudes and behaviors, particularly as those attitudes affect academic and career success. While difficult to design, such studies respond to institutional mission statements that indicate intent to instill such values as civic responsibility, tolerance, cultural sensitivity, and ethical behavior.

Library Resources and Services

Access to and use of appropriate library materials is a critical part of the learning process. In their summary reports, institutions indicate the results of assessments of their library services and collections. College and university librarians in South Carolina generally have done an outstanding job with these evaluations.

Please see the information below to obtain summary reports and the pre-approved reporting schedule for each institution.

Summary Reports on Institutional Websites**Research Universities**

Clemson	http://www.clemson.edu/special/che/report.pdf
USC-Columbia	http://kudzu.ipr.sc.edu/IEReports/ierepts.htm
MUSC	http://www.edserv.musc.edu/musc_ie_report_01

Four-Year Colleges and Universities

Citadel	http://www.citadel.edu/planningandassessment/inst_eff00/contents.html
College of Charleston	http://www.cofc.edu/~oap/2001/default.htm
Coastal Carolina	http://www.coastal.edu/effect/iereport01.html
Francis Marion	http://www.fmarion.edu/~instresearch/ie.htm
Lander University	http://www.lander.edu/ir/institutional_effectiveness_report.htm
SC State	http://ir.scsu.edu/ie-MAIN.htm
USC-Aiken	http://assess.usca.sc.edu/ira/assessment/IE2001.htm
USC-Spartanburg	http://www.uscs.edu/~oir/assessment.htm
Winthrop	http://www.winthrop.edu/acad_aff/IE

Two-Year Institutions-Branches of USC

All 5 Campuses <http://kudzu.ipr.sc.edu/IEReports/iereprts.htm>

State Technical and Comprehensive Education System

Aiken	http://www.aik.tec.sc.us/acrobat/010829_2001iereport.pdf
Central Carolina	http://www.sum.tec.sc.us/nabout/effect2001.asp
Denmark	http://dte401.den.tec.sc.us:8000/
Florence-Darlington	http://www.flo.tec.sc.us/Gen_Info/IE_Rpt/index.htm
Horry-Georgetown	http://www.hor.tec.sc.us/ir/2001iereport.htm
Greenville	http://www.greenvilletech.com/About/institution.html
Midlands	http://www.mid.tec.sc.us/arp/ACCOUNT.HTM
Northeastern	http://199.4.247.41/InstitEffect.html
Orangeburg-Calhoun	http://www.octech.org/about/IESummary.html
Piedmont	http://www.piedmont.tec.sc.us/ie/reports_to_CHE.htm
Spartanburg	http://www.spt.tec.sc.us/institut_effectiv_sum/default.htm
Technical College of the Lowcountry	http://www.tclonline.org/legalstuff.html
Tri-County	http://www.tricounty.tec.sc.us/2r.html
Trident	http://www.tridenttech.org/ir/index.htm
Williamsburg	http://www.williamsburgtech.com/Genframe.html
York	http://www.yorktech.com/CHE/REPORTS/

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Section 11

Institutional Performance Ratings

(Performance Year 2000-2001
impacting FY 2001-2002)



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INSTITUTIONAL PERFORMANCE RATINGS

Institutional performance ratings from 2000-2001 are displayed on the CHE website for each of South Carolina's public institutions of higher education. These ratings impacted each institution's FY 2001-2002 state funding. The format for displaying ratings is different from that used last year and is described below. The website address for the Institution Report Cards is: http://www.che400.state.sc.us/web/Perform/ReportCards/Report_Frames.htm.

For each institution, except Clemson and USC-Columbia (five pages), a four-page report is displayed. The first page summarizes scoring details and provides "Facts at-a-glance" for the institution. On this page you can find contact information as well as information related to the institution's size in terms of students, faculty, and finances, and to the cost of attendance.

When the "(Institution Name) Data" tab at the bottom of the report window is clicked, pages 2-4(5) of the institution display provide detailed indicator-by-indicator information including timeframes assessed, current and prior year performance, level for "achieving" standards, and scores. A description of the process for rating institutions is located at the top of page 2 for each institution and a scoring summary is provided on the last page for each institution.

The reader is cautioned against drawing comparisons between institutions in light of individual or overall performance scores due to the nature of the performance funding system employed in South Carolina. It should be kept in mind that there are differences in indicator definitions as well as differences in the applicability of indicators across sectors and institutions that make comparisons difficult. Also, as the reader will note, there is a great deal of variability across all institutions and within sectors as a significant portion of the institutions' scores result from a measurement of annual institutional progress. Thus, under South Carolina's performance funding system, the institution is largely in competition with itself and not with other institutions. As reflected on the rating sheets that follow for each institution, those performing within the same overall performance category may be considered as performing similarly for purposes of allocating fiscal year appropriations.

2000-2001 INSTITUTIONAL REPORT CARDS

http://www.che400.state.sc.us/web/Perform/ReportCards/Report_Frames.htm